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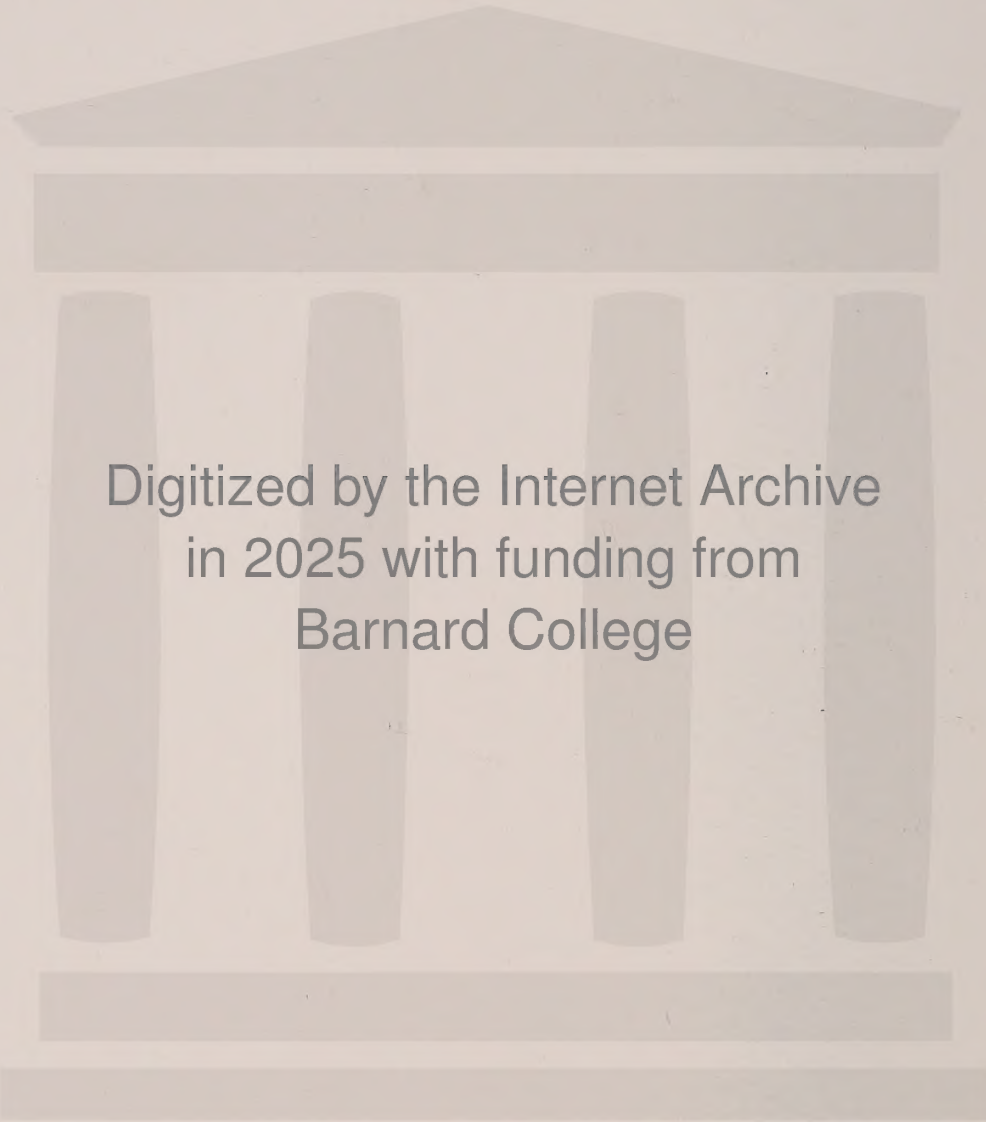


# BARNARD

## 1999-2000 Catalogue







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# BARNARD

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THE LIBERAL ARTS COLLEGE FOR WOMEN  
AFFILIATED WITH COLUMBIA UNIVERSITY

1999 - 2000 CATALOGUE

BARNARD COLLEGE • 3009 BROADWAY • NEW YORK, NY 10027-6598

[www.barnard.edu](http://www.barnard.edu)

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In accordance with its own values and with Federal, State, and City statutes and regulations, Barnard does not discriminate in admissions, employment, programs, or services on the basis of race, creed, national origin, sexual orientation, or disability.

This catalogue is intended for the guidance of persons applying for or considering application for admission to Barnard and for the guidance of Barnard students and faculty for the 1999-2000 academic year. The catalogue sets forth in general the manner in which the College intends to proceed with respect to the matters set forth herein, but the College reserves the right to depart without notice from the terms of this catalogue. This catalogue is not intended to be and should not be regarded as a contract between Barnard College and any student or other person.



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## MESSAGE FROM THE PRESIDENT

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**Y**ou hold in your hands a map of the intellectual terrain of Barnard College. The list of hundreds of courses in more than 40 departments only hints, however, at the journey of discovery you will undertake over the four years of your undergraduate education.

That journey takes place across many dimensions. Students tell me they choose Barnard because of its unique combination of attributes. It is: a residential liberal arts college offering students a breadth and depth of intellectual and social experiences that will serve them all their lives; a college located in one of the world's most cosmopolitan cities; a college that enjoys a partnership with a great research university; and, a college dedicated to the advancement of women.

As a residential liberal arts college, Barnard offers students a faculty of distinguished scholars who remain accessible to undergraduates, along with a dedicated and responsive student services staff. Barnard's New York City setting offers students a world of museums, theatre and music, as well as possibilities for year-round internships in institutions that stand at the center of the fields of commerce, publishing, science, medicine, education, the arts, and finance. As members of one of the four colleges of Columbia University—and the only one to remain independent—students are part of a vibrant “academic acropolis” on Morningside Heights which also includes the University's graduate and professional schools, and a number of neighboring institutions, including Teachers College, the Jewish Theological Seminary,



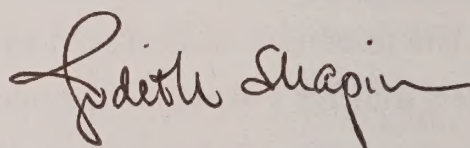
and the Manhattan School of Music. And, as a women's college, Barnard is a place where women never take second place.

Women do, indeed, find it all at Barnard.

Barnard students, faculty, and staff shape and are shaped by the College's continuing tradition of intellectual discipline and independence, its combination of diversity and common purpose, and its commitment to undergraduate teaching informed by distinguished scholarship and advanced scientific inquiry. The College's track record in sending its students on to graduate and professional training is remarkable: for example, Barnard ranks third among the more than 1,000 undergraduate colleges in terms of the total number of students going on to earn Ph.D.s.

A Barnard faculty member, speaking at a recent induction ceremony of the honor society Phi Beta Kappa, offered the following advice, which applies equally to all Barnard students: "We hope you will integrate the wisdom of the humanities and the expressive arts with the rigor of the scientific method. We are confident that you have the intelligence, creativity, and skepticism necessary to challenge the conventional wisdom. Barnard itself stood as a challenge to the conventional wisdom at the time of its founding, and we know that you will carry on its traditions."

Good luck on your journey; we are here to help you make the most of it.

A handwritten signature in dark ink, reading "Judith Shapiro". The signature is fluid and cursive, with the first name "Judith" written in a larger, more prominent script than the last name "Shapiro".

Judith Shapiro

President



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# COLLEGE CALENDAR 1999-2000

## AUTUMN TERM — ONE HUNDRED AND ELEVENTH YEAR

First-year and transfer student registration .....	Sept. 1, 2 (W, Th)
Language Placement Examinations .....	Sept. 3 (F)
Upperclass registration .....	Sept. 3, 7, 8 (F, Tu, W)
<b>Classes begin 9 a.m.</b> .....	Sept. 7 (Tu)
Last day to submit work for courses in which grades of I were given in the Spring term, 1999 .....	Sept. 7 (Tu)
Deferred examinations for students absent from May 1999 final examinations .....	Sept. 10, 13 (F, M)
Program filing. Last day to file Autumn term programs, 4:30 p.m. ....	Sept. 17 (F)
Last day to add a course .....	Sept. 17 (F)
Last day to file diploma name cards for the degree in February 2000 .....	Oct. 1 (F)
Awarding of October degrees .....	Oct. 20 (W)
<b>Midterm Date</b> .....	Oct. 21 (Th)
Academic holiday .....	Nov. 1 (M)
Election Day holiday .....	Nov. 2 (Tu)
Major examinations for February graduates .....	Nov. 3-5 (W-F)
Program planning and sign-up period for all students .....	Nov. 3-22 (W-M)
Last day to drop a course .....	Nov. 18 (Th)
Last day to file requests for Pass/D/Fail grades .....	Nov. 18 (Th)
Last day for students to file Spring term programs with the Registrar .....	Nov. 22 (M)
Thanksgiving holidays .....	Nov. 25-28 (Th-Sun)
Last day to file application for study elsewhere in Spring 2000 .....	Dec. 3 (F)
Last day to withdraw from a course .....	Dec. 7 (Tu)
Required reading period .....	Dec. 14, 15 (Tu, W)
Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due .....	Dec. 15 (W)
Last day for payment of bill for Spring term .....	Dec. 1 (W)
<b>Mid-year Examinations Begin</b> .....	Dec. 16 (Th)
Autumn term ends .....	Dec. 22 (W)
Winter recess .....	Dec. 23, 1999-Jan. 17, 2000 (Th-Mon)



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## SPRING TERM — ONE HUNDRED AND ELEVENTH YEAR

Registration.....	Jan. 14, 18, 19 (F, Tu, W)
Last day to submit to the Registrar work from Autumn term 1999 for removal of I .....	Jan. 14 (F)
Language Placement Examinations.....	Jan. 14 (F)
Martin Luther King, Jr., Day holiday .....	Jan. 17 (M)
<b>Classes begin 9 a.m.</b> .....	Jan. 18 (Tu)
Deferred examinations for students absent from December 1999 final examinations .....	Jan. 21, 24 (F, M)
Program filing. Last day to file Spring term programs, 4:30 p.m. ....	Jan. 28 (F)
Last day to add a course.....	Jan. 28 (F)
Last day to file diploma name cards for the degree in May 2000 or October 2000 .....	Feb. 4 (F)
Awarding of February degrees .....	Feb. 9 (W)
Last day to submit 2000-2001 Senior Scholar applications .....	Feb. 24 (Th)
<b>Midterm Date</b> .....	Mar. 6 (M)
Spring holidays.....	Mar. 11-19 (Sat-Sun)
Last day to drop a course.....	Mar. 23 (Th)
Last day to file requests for Pass/D/Fail grades .....	Mar. 23 (Th)
Major examinations for May and October graduates .....	Mar. 29-31 (W-F)
Program planning and sign-up period for all students.....	April 3-20 (M-Th)
Last day to file application for 2000-2001 financial aid .....	April 14 (F)
Last day for sophomores to declare majors.....	April 14 (F)
Last day to file application for study elsewhere in Autumn 2000.....	April 14 (F)
Last day to file Autumn term programs with the Registrar.....	April 20 (Th)
Honors Convocation .....	April 24 (M)
Last day to withdraw from a course .....	April 26 (W)
Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due.....	May 4 (Th)
Required reading period .....	May 2, 3, 4 (Tu-Th)
<b>Final Examinations Begin</b> .....	May 5 (F)
Spring term ends .....	May 12 (F)
Baccalaureate Service.....	May 14 (Sun)
Phi Beta Kappa Initiation.....	May 15 (M)
Presentation of Barnard Degree Candidates .....	May 16 (Tu)
Conferring of Degrees .....	May 17 (W)
Last day to submit to the Registrar work from Spring term 2000 for removal of I .....	June 6 (Tu)
<b>Classes begin 9 a.m.</b> .....	Sept. 5 (Tu)

# CALENDAR

1999

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# THE COLLEGE

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Barnard is a highly selective liberal arts college for women, affiliated with Columbia University and integrally related to New York City. Barnard is committed to the liberal arts and sciences—a commitment reflected in its curriculum and in the atmosphere of learning and scholarship that permeates its campus.

As a university college in an international city, Barnard offers an education enriched immeasurably by the vast social and cultural resources of New York and the academic resources of Columbia, located just across Broadway.

More than 50 years ago, Virginia C. Gildersleeve, dean of Barnard from 1911 to 1947, said of New York City, “It is a wonderful place in which to run a college...its museums, its theatres, its concert halls, its operas, its government agencies, its business marts, its great public institutions of a hundred kinds...form laboratories and adjuncts to academic halls.” Today the city remains an extension of the campus, used by every department to enhance the relationship of learning to living.

The College seeks women who will benefit most from the Barnard experience: a diverse group of motivated and curious young women who will draw from its deep well of opportunity and contribute to its stimulating community.

## BARNARD’S HISTORY

Barnard College was among the pioneers in the late 19th-century crusade to make higher education available to young women.

The College grew out of the idea, first proposed by Columbia University’s tenth president, Frederick A.P. Barnard, that women have an opportunity for higher education at Columbia. Initially ignored, the idea led to the creation of a “Collegiate Course for Women.” Although highly qualified women were authorized to follow a prescribed course of study leading ultimately to Columbia University degrees, no provision was made for where and how they were to pursue their studies. It was six years before Columbia’s trustees agreed to the establishment of an affiliated college for women. A provisional charter was secured and Barnard College was named in honor of its most persistent advocate.

In October 1889, the first Barnard class met in a rented brownstone at 343 Madison Avenue. Fourteen students enrolled in the School of Arts and twenty-two “specials,” lacking the entrance requirements in Greek, enrolled in science. There was a faculty of six.

Nine years later Barnard moved to its present site on Morningside Heights. In 1900 Barnard was included in the educational system of Columbia University with provisions unique among women’s colleges: it was governed by its own Trustees, Faculty, and Dean, and was responsible for its own endowment and facilities, while sharing instruction, the library, and the degree of the University.

## BARNARD TODAY

From the original 14 students, enrollment has grown to 2,300, with over 29,000 Barnard students awarded degrees since 1893. Barnard’s faculty of 283 women and men are teacher-scholars whose paramount concern is the education of undergraduate students, and whose professional achievements bring added vitality to the classroom.

Barnard’s liberal arts education is broad in scope and demanding. The curriculum includes a series of general education requirements—a program of courses the Faculty believes provides a stimulating and thorough education, while remaining flexible and varied enough to suit a student’s own interests, strengths, and talents. Classes vary in size. Those in which student participation is important are small. There are opportunities for independent study and students are often invited to work on research projects with faculty members.



In 1988, Barnard College and Columbia University amended and extended the longstanding agreement for cooperation between the institutions, an agreement which remains unique in higher education. Barnard stands as an independent college for women with its own curriculum, faculty, admissions standards, graduation requirements, trustees, endowment, and physical plant. At the same time, Barnard and Columbia share resources, thereby giving students open access to the courses, facilities, and libraries of both schools. Barnard and Columbia students also share in a wide variety of social and extracurricular activities. Barnard boasts 80 undergraduate clubs, and students have access to an additional 140 at Columbia.

From its inception, Barnard has been committed to advancing the academic, personal, and professional success of women. Students benefit from an atmosphere in which over half of the full-time faculty are women, and women are well represented in the administration. The College is led by Judith R. Shapiro, anthropologist and former provost of Bryn Mawr. At Barnard, women are given the opportunities and the freedom to lead both in and out of the classroom, and to develop the skills that will equip them to lead throughout their lives.

Barnard's unique ties to several of Columbia's graduate schools, and to premier New York City institutions, including the Juilliard School, the Manhattan School of Music, the Jewish Theological Seminary of America, and Teachers College, give students an unusual range of educational options including a number of joint degree programs. Academic organizations within and beyond the University also offer vital opportunities for research, study, studio experience, internships, and community service.

Barnard has a high student retention rate, an indication of student satisfaction with college experience. Barnard students also enjoy leaves for study, travel, and internships. About two-thirds of students graduate having undertaken an internship at sites ranging from investment banks like Goldman Sachs, to cultural institutions like the Metropolitan Museum of Art, network news programs including *60 Minutes*, medical facilities including New York Presbyterian Medical Center, and a wide range of other venues. Every year Barnard admits about 100 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year the Office of Career Development collects and summarizes information about post-baccalaureate study and employment. In the first year after graduation, almost one-third of Barnard graduates enter full-time graduate or professional schools, with the largest proportions opting to study medicine, law, or business. The rest obtain employment in business and industry, the arts, communications, teaching, social services, and many other fields.

## ACCREDITATION

Barnard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

# THE CAMPUS

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The Barnard campus occupies four acres of urban property along Broadway between 116th and 120th Streets. At the southern end of the campus, four residence buildings, including the College's newest building, Sulzberger Hall, form an enclosed quadrangle.

Barnard Hall is just north of the "Quad" and contains seminar rooms, classrooms, and faculty offices, as well as the LeFrak Gymnasium, a swimming pool, and dance studios. The Sulzberger Parlor on the third floor is used for meetings and special events. The Julius S. Held Lecture Hall, an electronically equipped multimedia classroom, also resides on the third floor.

Adele Lehman Hall contains the Wollman Library and two floors of faculty offices and classrooms. The library includes the reserve room and the Lehman Computer Center on the first floor; the reference area, periodicals, microforms, and open book stacks on the second floor; and on the third floor, audiovisual facilities and more open stacks.

Computer facilities for the Economics and Political Science departments are also located in Lehman. The building overlooks a lawn surrounded by trees and shrubs.

Helen Goodhart Altschul Hall and the Millicent McIntosh Center face each other across an open plaza. The 14 stories of Altschul Hall are devoted to the sciences. Herbert H. Lehman Auditorium is on the first floor. The headquarters for student activities, a snack bar, and a lounge are located in the McIntosh Center, as well as student mailboxes, music practice rooms, a bowling alley, and the Jean T. Palmer Room for conferences.

Milbank Hall occupies the northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, and the Minor Latham Playhouse, a well-equipped modern theatre. Substantial renovations took place in Milbank during 1997-98, yielding expanded neuroscience research laboratories and animal facilities, as well as a redesigned and updated Math Help Room/Computer Laboratory.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall and Elliott Hall, and 600, 616, and 620 West 116th Street, all apartment buildings. The College also rents additional spaces at 601 West 110th Street.

Columbia University is directly across the street on Broadway.

## BARNARD LIBRARY AND ACADEMIC INFORMATION SERVICES

### WOLLMAN LIBRARY

The Wollman Library occupies the first three floors of Adele Lehman Hall; the Archives is located on the tunnel level. The Library's collection of more than 180,000 volumes contains books and periodicals intended to serve the curricular needs of the undergraduate students at Barnard. The Library's Media collection includes over 2,000 instructional videocassettes as well as audio materials and musical scores. In addition, the Library provides access to a variety of indexes and texts in electronic format. Reserve materials required for course reading are located on the first floor.

Special collections in the Library include the Barnard Archives, a collection of official and student publications, letters, photographs, and other material that document Barnard's history from its founding in 1889 to the present; an Alumnae Collection of selected works by former Barnard students; the personal library of Nobel Prize-winning Chilean poet Gabriela Mistral; the Overbury Collection of 3,300 books and manuscripts by and about American women authors; and a small rare book collection. The library has an especially strong collection in women's studies which is supplemented by the resource collection of the Barnard Center for Research on Women. A separate Chemistry Reading Room is located in Altschul Hall.

During the academic year, the Library is open seven days a week providing a full range of services. The Reference Department offers an ongoing instructional program, including



weekly workshops, in-class lectures, and individual consultations, designed to help each student develop efficient library and research skills.

In addition to standard print research materials, the Library provides access to many electronic information sources. CLIO is a computerized catalog containing the holdings of the entire Columbia University Library system, including Barnard, from 1981 to the present with earlier materials being added on an ongoing basis. Students can also search a wide variety of periodical indexes in online and CD-ROM formats. The Library offers access to NEXIS, the comprehensive, full-text online news and legal database, as well as to all of the resources of the World Wide Web.

Barnard students also have access to all Columbia University libraries with more than 6.5 million volumes, over 40,000 current serial titles, and a wide variety of CD-ROMs as well as to the libraries of Teachers College and Union Theological Seminary. In addition, students may use the many libraries and collections in the metropolitan area, either through public access or special referral.

### ACADEMIC TECHNOLOGIES

Academic Technologies provides computing resources and services to all Barnard students through the Residential Computing Program and five student computer centers on campus. Residential Computing assists students with computer installation, network connections, and basic software applications in their dorm rooms. The main computer lab, located in 112 Lehman Hall, houses PCs, Macintoshes, and printers with full-time staff and student consultants available to help students with questions, problems, and general computing support. Four smaller labs are located in the Brooks, Sulzberger, Plimpton, and 616 W. 116th St. residence halls. All computers in the labs provide access to the Barnard and Columbia networks and to the Internet and World Wide Web.

### THE BARNARD CENTER FOR RESEARCH ON WOMEN

The Barnard Center for Research on Women, located in 101 Barnard Hall, was founded in 1971 to deepen Barnard's longtime commitment to women's equality and to express its enthusiasm for the new women's movement. The aim of the Center, articulated by its founding charter, is "to assure that women can live and work in dignity, autonomy, and equality."

Today, the Center continues to pursue that goal in many ways: by promoting inquiry and advancing knowledge about women; by helping to keep women's issues at the intellectual forefront of college life; by seeking to increase ties among diverse groups of women; and by reaching out to students, faculty, administrators, alumnae, and women and men in the community outside of Barnard's gates.

The Center sponsors a wide range of programs, conferences, lectures, and seminars. Its series *Speaking of Women* each week brings scholars and activists to the Center for multifaceted discussions on women's issues. The annual *Helen Reid Lectureship* honors distinguished women in public life and the arts who have shown a significant commitment to improving the lives of all women. The *Scholar and the Feminist Conference* joins activists, scholars, and interested members of the public in a day-long exploration of significant questions in women's lives.

The Center's Resource Collection and reading room are open to members of the Barnard community and the general public. The Resource Collection contains thousands of books concerning women and gender, and subscribes to over one hundred and twenty feminist periodicals. Collections of published articles, unpublished articles, newspaper clippings, special newsletters and reports, information on local, national, and international women's organizations, and information about internships round out the collection. Students regularly use the Center as a meeting and study place, as do faculty and staff.

# STUDENT LIFE

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Barnard students soon discover that their classmates are among the principal resources of their undergraduate years. Cosmopolitan in nature, the student population includes residents of nearly every state and some 25 foreign countries as well as those who live within commuting distance. Diversity is one of the few generalizations that can be made safely about Barnard students; a mingling of economic, regional, ethnic, and cultural groups is evident in campus life. Over 85 percent of the students live in College housing and participate in the educational programs, cultural events, and social activities of their residence halls.

## STUDENT GOVERNMENT AND CAMPUS ORGANIZATIONS

Student participation in the governance of the College and in shaping student life on campus is a time-honored tradition at Barnard. College committees, on which students, faculty, and administrators serve, recommend policy and procedural changes in such areas as curriculum, housing, and college activities. Students are the majority members on Honor Board and Judicial Council. Two students serve as representatives to the Board of Trustees.

All Barnard students are members of the Student Government Association, which elects a representative government and sponsors extracurricular activities and special events reflecting the range of cultural, political, pre-professional, and academic interests of the student body. These groups, more than 80 in all, include theatre and vocal music groups, ethnic organizations, language clubs, community service groups, and yearbook and literary magazine staffs. The student newspaper, *Barnard Bulletin*, is published weekly. Students with a variety of talents collaborate to produce Winter and Spring Festivals featuring concerts, theatre and dance performances, art exhibitions, and social events.

Student activities emanate from McIntosh Student Center, which houses the offices of College Activities, Student Life, the Student Government Association, and other clubs and organizations. The Center also includes the student mailroom, a snack bar, the commuter lounge, music practice rooms, darkroom, computer publications room, pottery studio, bowling alley, radio station, and the student store. The McIntosh Ticket Booth offers students the opportunity to attend professional dance, theatre, opera, and sports in New York at reasonable prices. Students in many academic disciplines supplement course work with department-sponsored programs, lectures, and performances during the school year.

In the residence halls, Student Hall Councils elected by the residents plan social events and establish certain policies and procedures for use of public spaces and rules of conduct for residents, other members of the community, and guests.

Cooperation among Barnard and Columbia groups is common. Many activities such as the University's chorus and its orchestra, its radio station, and a community service program enlist members from both campuses. Religious organizations and activities with headquarters on the Columbia University campus at Earl Hall encompass nearly every faith and are open to all Barnard students. Urban New York, a joint Barnard-Columbia program, offers unusual opportunities for students, faculty, and staff to experience together the cultural, political, and social life of the city.

## SPORTS AND ATHLETICS

The Columbia University/Barnard College Athletic Consortium (Division I of the NCAA) sponsors 14 women's varsity teams, including archery, basketball, crew, cross country, fencing, field hockey, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball. The Athletic Consortium is just one of three in the nation and the only one on a Division I level. Women students at Barnard College along with women enrolled at the undergraduate divisions of Columbia University have the opportunity to compete on all university-wide teams. Scheduled competition includes



schools in the Ivy League, the Seven Sisters, the metropolitan area, and the eastern region. Individuals and teams have the opportunity to advance to state, regional, and national competition.

For students interested in less competitive programs, the Physical Education Department offers an extensive program of intramurals, recreation, and club sports. The program features badminton, basketball, floor hockey, indoor soccer, volleyball, open gym time, recreational swimming, sports clubs, open weight room hours, and special events.

Barnard facilities include a swimming pool, in the LeFrak Gymnasium, running track, fencing and dance studios in Barnard Hall, and tennis courts just one block away in Riverside Park. Barnard students have access to all recreational and athletic facilities of the University as well. The Dodge Fitness Center includes the Levien Gymnasium, with a seating capacity of 3,499; the eight-lane Uris Swimming Center; 17 squash and handball courts; a well-equipped training room; and locker rooms and sauna. Women's intercollegiate and club teams also use outdoor facilities at Baker Field, a 26-acre complex at the northern tip of Manhattan that includes a new 20,000-seat stadium with an eight-lane, all-weather NCAA-regulation running track and practice fields. There are seven composition tennis courts and a modern tennis clubhouse, a softball field, facilities for crew, and a spacious field house.

## STUDENT CONDUCT

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life and is enforced by an Honor Board that has a membership of students and faculty members, advised by the Dean of Studies. The Judicial Council of undergraduates, faculty, and administrators recommends disciplinary action for non-academic offenses and acts on appeals of academic disciplinary sanctions determined by the Honor Board. A more complete explanation of the system may be found in the *College Calendar and Student Handbook*.

Each student who registers at Barnard agrees to maintain the Honor Code, which states:

*We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, or to use any papers or books not authorized by the instructor, or to present oral or written work that is not entirely our own, except in such a way as may be approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

Library regulations and independent study courses are also governed by the code.

Policies and regulations concerning student conduct are recommended by student, faculty, and administrative committees to the appropriate administrators, the President, and the Board of Trustees. Hearing and appeal procedures are also outlined in the *College Calendar and Student Handbook*.

Enrollment in the College, award of academic credit, and conferral of the degree are subject to disciplinary powers vested by the Barnard Board of Trustees in appropriate officers of instruction and of administration and in College committees.

## RESIDENTIAL LIFE

Barnard maintains a diversified residence program. Residence options include traditional residence halls, a variety of suite arrangements, and apartments in College-owned buildings on or adjacent to the campus. In a cooperative exchange with Columbia College and the

School of Engineering and Applied Sciences, a number of coeducational arrangements are available. In addition, some students live in independent housing they secure in the campus vicinity. The College offers all incoming first-year students the opportunity to elect to live in campus housing. In all, more than 85 percent of the student body live in College housing, the rest choosing to commute. Policies regarding eligibility for housing and manner of assignments are formulated by the College Housing Committee, with a membership of students, faculty, and administrators.

### FACILITIES

The College provides in its residence halls supervision under the direction of the Dean of Student Life. This includes directors, graduate and undergraduate student assistants, 24-hour desk attendant coverage, and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls, or the “Quad,” at the south end of the campus, are operated as a single complex with space for about 930 students. Sulzberger Hall, opened in 1988, completed this residential complex and provides community amenities as well, including computer rooms and a café. The first eight floors of Sulzberger Hall, Reid, Brooks, and Hewitt house first-year students, who are assigned to double, triple, and quad rooms. The Tower and all other single and double rooms are for upperclass students. There are also eight wheelchair-accessible rooms located in the Quad. The “Tower,” floors nine through 16 of Sulzberger Hall, houses upperclass students in suites with lounges and kitchenettes.

“616” West 116th Street, an apartment-style residence directly across the street from the Quad, provides housing for 207 students in suites of single and double rooms. Each suite has a kitchen and bath.

“600” and “620” West 116th Street are College-owned buildings comprising a majority of student apartments of one to five single or double rooms with kitchen and bath, and some apartments for community residents.

Elliott Hall, a renovated building adjacent to the west side of campus, houses 131 students. Rooms are on common corridors in suites with shared baths, kitchenettes, and lounges.

Plimpton Hall, an apartment-style residence hall on Amsterdam Avenue and West 121st Street, a short walk from the main campus, but adjacent to Columbia and Teachers College, provides housing for 280 students in suites of five single rooms. Each suite has a kitchen and bath.

601 West 110th Street has housing for at least 30 Barnard students (mostly juniors and seniors) who live in suites and studios. This option provides independent living with an active residential life program.

### ELIGIBILITY

Eligibility criteria have been established in order to assign available space on an equitable basis. These regulations may be changed as needed at the discretion of the College, but insofar as possible, the following criteria will determine eligibility:

1. A student must be registered for a full academic program. Exceptions may be made upon review of appeals submitted to the Dean of Studies and the Dean of Student Life.
2. A student receives “Resident” classification if the principal residence of her parent or legal guardian is in the geographic area classified by the College as beyond commuting distance.
3. A “Commuter” is a student whose permanent residence is within the geographic area classified by the College as within commuting distance. Commuters are eligible for



campus housing when they enter as first-year students. Rooms are reserved for commuters for occasional overnight accommodation. Per diem fees are charged for these rooms.

## **ASSIGNMENTS**

Returning upperclass resident students are assigned rooms in College residences on the basis of a lottery and room selection. Rules about eligibility for and priority in the room selection process are determined by the Housing Committee. Incoming first-year students, readmitted upperclass students, and transfer students are assigned rooms by the Housing Office.

## **REQUIREMENTS**

The rules and regulations regarding housing deposits, payments and refunds, and the use and occupancy of rooms are in the “Terms and Conditions of Student Residence in Barnard College Housing,” which is given to students selecting College housing and which must be agreed to before they may accept an assignment.

## **BOARD**

The College offers all students meal plans, which include points that may be used in the recently renovated Hewitt cafeteria, McIntosh snack bar, and Quad Café. Meal plans (not points) may also be used at Columbia’s John Jay cafeteria for some meals. All first-year students and most residents of the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls) are required to be on a meal plan for the full academic year.

## **MARRIED STUDENTS**

Married students, as a rule, will not be allowed to remain in the College residences. They will be subject to financial obligations which pertain to any student who withdraws from the residence halls or from the College during the term.

## **FINANCIAL AID FOR ROOM AND BOARD**

Resident or commuter status for financial aid purposes is determined at the time of admission to the College. A student who receives aid from the College based on a resident budget must live in College housing. Students classified by the College as residents who decide to live off-campus or commute from home receive reduced aid packages which reflect the costs of commuters. A student with commuter status who requests and is allotted College housing must expect to cover room and board costs from her own resources or from increased borrowing.

# ADMISSION

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The Committee on Admissions selects young women of proven academic strength who exhibit the potential for further intellectual growth. In addition to their high school records, recommendations, and standardized test scores, the candidates' special abilities and interests are also given careful consideration. While admission is highly selective, no one criterion determines acceptance. Each applicant is considered in terms of her individual qualities of mind and spirit and her potential for successfully completing the course of study at Barnard.

Barnard seeks students from diverse educational and cultural backgrounds and from all geographic regions. However, no preconceived profile of an ideal student population limits the number of applicants accepted from any one group. The College admits students and administers its financial aid and loan programs, educational policies and programs, recreational programs, and other College programs and activities without regard to race, color, creed, national origin, sexual orientation, or disability.

## FIRST-YEAR APPLICATION PROCEDURES

Application for admission to the first-year class should be made by January 15 for entrance in September of the same year. Application forms may be obtained by writing to the Office of Admissions. Barnard accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools. Applicants must be at least 15 years of age.

A non-refundable fee of \$45 must accompany each application. Checks or money orders must be in U.S. funds drawn on a U.S. bank and made payable to Barnard College. Students with financial need should request a fee-waiver from their high school counselor and send it with the application.

## SECONDARY SCHOOL PREPARATION

Each candidate for admission must offer a college preparatory program from an approved secondary school or an equivalent education representing a four-year course of study. Academic preparation for admission should be based on the requirements for the A.B., or liberal arts, degree. A recommended program would comprise four years of work in English; three or more years in mathematics; three or four years in a foreign language (ancient or modern); two or more years in science with laboratory; and one year in history. An introduction to a second foreign language is generally useful. The remainder of the program would include additional work in the aforementioned subjects with the possible addition of music and art. Applications varying from this pattern are considered without discrimination if the candidate's records indicate genuine intellectual ability and high motivation.

## FIRST-YEAR ENTRANCE TESTS

Barnard requires all candidates to take the College Board's SAT I and three SAT II Subject Tests, one of which must be in writing or literature. The ACT can be substituted for the SAT I and SAT II Subject Tests. We recommend that students take these standardized tests by the fall of their senior year. As early as possible, candidates should write directly to the College Board or the American College Testing Program for the Bulletin of Information containing descriptions of the tests, directions for filing applications, the dates on which examinations are administered, and a list of examination centers. Dates vary from year to year and applications to take the test must be received by the CB and ACT well in advance of the tests. Students who require non-standard administration of the tests should consult with their guidance counselors for testing accommodations.



It is the student's responsibility to direct the College Board or American College Testing Program to send official test scores to the Office of Admissions. The CB code number for Barnard is 2038. The ACT code number for Barnard is 2718.

Another important part of the application is the submission of three recommendations, one from the high school counselor and two from academic teachers of the candidate's choice. These recommendations give the Committee on Admissions additional information about the candidate's interests, character, skills, and aptitude, and should be as complete as possible.

## INTERVIEWS

Although not required, an interview is recommended. For students who are able to visit the campus, interviews and tours can be arranged by writing or calling the Office of Admissions. Appointments are scheduled Monday through Friday from 9:30 A.M. to 12:00 P.M. and from 1:00 to 4:00 P.M., and on selected Saturday mornings. Applicants who are unable to visit the College may request an interview with a local Barnard Alumnae Admissions Representative (BAAR) or a telephone interview with a Barnard Student Admissions Representative (BSAR) by returning the Interview Request Card that is included with the application.

## EARLY DECISION

Well-qualified high school seniors who have selected Barnard as their first-choice college may apply under an Early Decision Plan. To be considered under **Early Decision**, a candidate should submit her application and other required credentials (listed under First-Year Application Procedures) to the Office of Admissions by November 15. She will be notified of the Committee's decision no later than December 15. A student may initiate regular applications to other colleges; she must, however, withdraw all other applications upon admission to Barnard. Notification of financial aid for those candidates who have demonstrated financial need will follow the admissions decision. To reserve a place in the first-year class, an Early Decision student must submit a non-refundable enrollment deposit. This deposit is applied toward tuition and fees for the first year.

Candidates admitted under the Early Decision Plan are obligated to attend Barnard and will not be allowed to defer their admission. The Committee on Admissions may choose to postpone a decision on an Early Decision application until the spring. In that event, the student is asked to submit a record of schoolwork from the first half of the senior year.

## CENTENNIAL SCHOLARS PROGRAM

The Centennial Scholars Program offers a limited number of intellectually independent students an early opportunity to engage in challenging projects tailored to their individual interests. Centennial Scholars work with mentors, chosen in consultation with the program directors, on the development, execution, and presentation of these projects.

The Program is limited to 15 students in any single class, approximately 8 to 10 to be chosen at the time of their admission, with additional selections to be made in the following two terms. Admission of a first-year student to the Program is based on the Centennial Scholars Committee's review of her Barnard application, including her secondary school record, recommendations from her counselors and teachers, her personal statement, standardized test scores, and evidence of advanced preparation. Consideration of an enrolled first-year or sophomore requires recommendations of faculty members.

For further information about the Centennial Scholars Program, see page 48.

# ADMISSION

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## DEFERRED ENROLLMENT

An admitted first-year or transfer student who wishes to defer enrollment in Barnard for one year must obtain permission by writing to the Dean of Admissions explaining the reasons for the deferral request. Such a request is normally granted for purposes of work, travel, or pursuit of a special interest. Students admitted under the Early Decision Plan cannot defer their admission.

## INTERNATIONAL STUDENTS

Barnard welcomes applications from international students. These students are expected to follow the same application procedure and present the same credentials as other candidates.

Knowledge of the English language is essential for admission. Those students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Information about registration for the test is obtained by writing the TOEFL Program at the Educational Testing Service. After enrolling at Barnard, international students receive assistance with academic placement from the International Student Adviser in the Office of the Dean of Studies.

## TRANSFER STUDENTS

Barnard welcomes transfer students in the Autumn and Spring term of each year. Applications for admission will be reviewed according to the following schedule:

Deadline	Notification
March 1	April 15
April 1	May 15
May 1	June 15
June 1	July 15
November 15	December 15 (spring semester)

Each candidate must submit an application and the following credentials: the secondary school record, the results of the SAT or ACT, and, if appropriate, the TOEFL, the official transcript of all college work, and a copy of the college catalogue in which the courses taken are clearly marked. Three recommendations are also required: one each from the high school counselor, a college faculty member, and a college dean or adviser.

A strong record at an accredited college, university, or equivalent institution is required. In some cases, advanced credit cannot be assigned until a student has had an opportunity to establish a satisfactory record at Barnard, but in general, credit is given for courses which are similar in content and depth to Barnard courses.

After acceptance, academic and general guidance is provided by the Advisers to Transfer Students in the Office of the Dean of Studies. For information on financial aid, students should consult page 25.

## VISITING STUDENTS

Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters. In addition to the traditional visiting student program offered in the Fall semester, Barnard offers a unique program during the Spring semester. Students participating in the "Spring in New York" program combine the opportunity to study at Barnard with a guided internship program in their chosen field. Applicants to the Fall or Spring program must present a satisfactory college record and a letter of approval from the dean or major adviser from the degree-granting institution.



**READMISSION** (see page 58 Withdrawal and Readmission).

**RESUMED EDUCATION PROGRAM**

Former Barnard students who wish to return to the College after an absence of five years or more to complete the A.B. degree or for further study in new areas of interest after graduation may obtain applications from Dean Aaron Schneider in the Office of the Dean of Studies.

**ADMISSION WITH ADVANCED PLACEMENT**

Credit for advanced work completed in secondary school is determined on the basis of Advanced Placement (AP) scores and by the policy of the Barnard department concerned. Departmental policies are outlined below. As much as a year of degree credit (normally 30 points) may be granted.

Department	AP Score	Credit	Requirement Status
Art History	4 or 5	3 pts.	Exemption from ARH BC 1001
Biological Sciences	4 or 5	3 pts.	Exemption from BIO BC 1001 (4.5 pts. with review of lab notes)
Chemistry*	4 or 5	3 pts.	Exemption from CHE BC 1601 lecture
Computer Science*	4 or 5	3 pts.	Exemption from CSC W 1003
Economics (Macroeconomics)	4 or 5	3 pts.	Exemption from ECO BC 1001
Economics (Microeconomics)	4 or 5	3 pts.	Exemption from ECO BC 1002 or ECO W 1105
English	4 or 5	3 pts.	Exemption from ENG BC 1201
Foreign languages	5	6 pts.	Exemption
	4	3 pts.	Exemption
History	5	6 pts.	
	4	3 pts.	
Mathematics*			
Calculus AB	4	3 pts.	Placement in IIA. If student takes and passes the placement test for IIS, she will receive 4 pts. of AP credit and may continue in IIS.
Calculus AB	5	4 pts.	Placement in IIS
Calculus BC	4	4 pts.	Placement in IIS
	5	4 pts.	Also eligible for MAT V 1207
Music	4 or 5	3 pts.	
Physics*	4 or 5	3 pts.	4 pts. with review of lab notes and exemption from one term of two-term physics sequence.
Political Science			
U.S. Govt.	5	3 pts.	Exemption from POS BC 1001
Comparative	5	3 pts.	Exemption from POS V 1501
Psychology	4 or 5	3 pts.	Exemption from PSY BC 1001

# ADMISSION

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Statistics\*                      4 or 5              3 pts.              Exemption from STA W 1001

No credit will be granted for a college course equivalent to the AP course for which AP credit has been awarded.

\*A score of 4 or 5 in subjects identified by an asterisk satisfies the Quantitative Reasoning requirement.

## OTHER DEGREE CREDIT

Students who have satisfactorily completed college courses before entering Barnard as first-year students may apply for a maximum of 15 points of degree credit. The courses must be intended primarily for college students and taught at the college by members of its faculty. With the exception of the aforementioned Advanced Placement courses overseen by the College Board, courses taught in a high school, either by specially trained high school teachers or by college instructors, will not be credited toward the Barnard degree.



FINANCIAL INFORMATION

The costs of education at Barnard are met by tuition, income from endowment, current gifts from alumnae and other friends of the College, and grants from foundations, corporations, and government agencies. The College makes every effort to limit charges to students, but must reserve the right to set tuition and fees at the level necessary for the maintenance of a high quality of instruction.

SCHEDULE OF ANNUAL TUITION AND FEES

The following tuition and fees are required from all students for the Academic Year 1999-2000 and are subject to change without prior notice.

Tuition:

Full-time program (12+ points)	\$21,410
Part-time program (1-11 1/2 points)	714 (per point)
Program for Resumed Education. Tuition is assessed on the basis of a schedule available from the director of the program in the Office of the Dean of Studies.	
Comprehensive Fee	\$906
(includes Student Health Service Charges, Class Fee, Student Government Charges, and access to the facilities at the Dodge Physical Fitness Center and Lerner Hall at Columbia University)	

The following fees are required from all students occupying college housing facilities for the Academic Year 1999-2000.

Residence charges

Brooks, Hewitt, Reid, and Sulzberger Hall ring floors (board is required— see below)	
All college housing	
Single occupancy	\$6,320
Multiple occupancy	5,632

Board charges — Required of all those residing on floors 2-8 in the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls).

Board Charges-Regular			Full Year
*Unlimited	Meals per Term Plus	25 Points	3,626.00
*225	Meals per Term Plus	200 Points	3,452.00
*150	Meals per Term Plus	300 Points	3,452.00
*100	Meals per Term Plus	450 Points	3,452.00
75	Meals per Term Plus	250 Points	3,070.00

\*First-year students in Barnard housing are required to choose one of these plans.

Kosher meal plans are also available for an additional charge.

A \$50.00 fee will be assessed for a drop or change of meal plan. A drop or change of a meal plan will not be accepted after the second Friday of each semester.

Charges will be prorated during this period.

Other fees — Required if applicable:

Readmission fee	\$100
Registration in absentia (per semester)	500
(per year)	750
Physical education—part-time students (per course)	714
Orientation fee—all first-year and transfers entering in the	
Autumn term	175
Spring term	50

## FINANCIAL INFORMATION

Deferred Payment Plan (per semester)	\$75
Off-campus comprehensive fee (per semester)	89.50
Off-campus program fee ( <i>Reid Hall, Barnard Option, Biosphere 2</i> ) (per semester)	100
Course fee ( <i>per course</i> )	
French	10
Dance	95
Spanish	40
Theatre	110 or 60
Film fees ( <i>per course</i> )	
Art History—Autumn	5
Art History—Spring	30
French	20
Italian	30
Laboratory fees ( <i>per laboratory course</i> )	
Biological Sciences	50
Biochemistry	45
Chemistry—General	28
Chemistry—Other	35
Environmental Science	30
Physics	25
Psychology	30
Returned check fee (per item)	20
Study Leave fee ( <i>per semester</i> )	500
( <i>per year</i> )	750
Summer Transfer Credit Processing fee ( <i>except CU summer session</i> )	50

## PAYMENT OF CHARGES AND FEES

All charges and fees (unless otherwise noted) are billed on a semester basis. The Autumn term tuition is due August 2. The Spring term tuition is due December 1. Payments received after these dates are subject to a late processing fee of \$75. Registration for either semester will not be complete until all College costs have been paid. In addition, failure to complete registration and program filing on time imposes progressive late fees. Occupancy of an assigned dormitory room will not be permitted until charges have been paid in full as required. Students admitted after August 2 or December 1, respectively, must pay the balance due by the first day of registration.

Financial aid grants and any loans (less loan origination fees imposed by your lender) may be deducted from the semester charges before computation of the balance due is made.

Privileges of the College, including issuing of transcripts and diplomas, and administration of examinations, are not available to any student who is delinquent in the payment of her College bills. When bills are not paid in full by their due date or satisfactory arrangements for their payments have not been made with the Bursar, the student will not be allowed to register and may be required to withdraw from the College.

Delinquent accounts are referred to credit bureaus and a collection agency. In addition to any outstanding tuition, fees, and room and board, students are responsible for the costs of collection including interest, penalties, collection agency fees, court costs, and attorney fees. **All charges and fees are subject to change at any time at the discretion of the Board of Trustees.**

Checks or money orders in payment of tuition and fees must be made in **U.S. funds at a U.S. bank** payable to Barnard College and should be for the exact amount of the payment due. A fee will be assessed for checks returned unpaid.



## DEPOSITS

To obtain a place on the College roster for the ensuing academic year, each student who is currently enrolled must pay a non-refundable tuition deposit of \$200 on or before May 1. An applicant for admission must pay a \$400 non-refundable deposit upon acceptance of the offer of admission to Barnard College.

## DEFERRED PAYMENT

For students and parents desiring to pay education costs in monthly payments, an out-side payment plan is available. Information may be obtained from the Bursar's Office.

## ADJUSTMENT OF TUITION FOR CHANGING PROGRAM OF STUDY

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be credited the excess only if the change in her program is made by the last day of program filing in each term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

## CREDITS FOR WITHDRAWAL

If a student withdraws prior to the start of the College year and incurs no charges for tuition, fees, room, or board, the tuition deposit is forfeited. If the student has incurred charges, the tuition deposit will be applied toward those charges. Withdrawal credits will be calculated from the last day of attendance. However, charges will be assessed by the College for housing and dining services based on the official date of withdrawal from those contracts. The appropriate cancellation forms are available in the Housing and Bursar's Offices, respectively. To receive a refund check, the student must complete a Student Refund Request at the Bursar's Office.

By registering for classes, a student incurs a legal obligation to pay tuition and fees. This debt may be reduced only if the student officially withdraws from the College according to the schedule below:

Tuition credit percentages (withdrawal during the week of the term):

1st week	90%
2nd week	80
3rd week	80
4th week	70
5th week	60
6th week	60
7th week	50
8th week	40
9th week	40
After the 9th week	0

Items not subject to the credit calculation include:

- Medical insurance
- Orientation fees
- Late payment, program filing, registration, or deferred payment fees
- Returned check fees
- Dormitory use fines
- Finance charges

# FINANCIAL INFORMATION

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Students will not be eligible for a refund until all Title IV funds and other scholarships, as required, are reimbursed, and any outstanding balances with the College are cleared.

In the event of withdrawal from housing while still enrolled in the College, a student will forfeit 80 percent of housing charges during the first two weeks of classes. Thereafter, the entire amount for the semester will be forfeited.

## SAFEKEEPING OF STUDENTS' FUNDS

Barnard College is not able to receive funds from students for safekeeping or to cash personal checks or traveler's checks. To cover immediate expenses, a student should have postal money orders. The Columbia University Station of the U.S. Post Office will cash postal money orders upon presentation of a validated ID card. Validated ID cards are issued after students register and pay at the beginning of each term.

## FINANCIAL AID

Insofar as possible, Barnard assists qualified students who demonstrate financial need. Barnard does not discriminate against applicants for financial aid on the basis of race, color, creed, national origin, or disability.

Financial aid from the College consists of grants, loans, and opportunities for part-time employment. In addition to providing financial aid from its own funds, i.e., gifts, endowment, and general income, Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Perkins Loan Program, the Federal Family Education Loan Program, and the Federal College Work Study Program. Barnard also participates in the New York State Higher Education Opportunity Program (HEOP). Federal and state funds are administered by the College in accordance with government regulations and the College's general policies relating to financial aid. To supplement the above-mentioned financial aid sources, students are urged to investigate state loan and scholarship/tuition assistance programs and college tuition financing plans. The Controller's Office has additional information and applications for payment plans and long-term financing plans.

Any student who thinks she will need financial aid in order to attend Barnard is encouraged to apply for aid. The decision of the Committee on Admissions to admit a student is not affected by the fact that a student has applied for or demonstrated need for financial aid.

A detailed explanation of current College policies and awarding practices may be found in the brochure, *Barnard College Financial Aid Policies and Procedures*, available from the Office of Financial Aid.



# ACADEMIC ADVISING

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Academic advising is coordinated by the Office of the Dean of Studies (105 Milbank), which oversees the assignment of an adviser to each entering student. Although responsibility for the fulfillment of degree requirements (see pages 34-46) rests with the student, her academic adviser is prepared to help her match her program of courses to her individual goals and priorities, to acquaint her with the full range of academic resources available at the College and the University, and to respond to her questions about the curriculum and academic policies and procedures. Also available for assistance are her Class Dean, the entire staff of the Dean of Studies, and the other members of the Barnard Faculty.

## CLASS DEANS AND ADVISERS

Prior to her matriculation, each entering first-year student will receive a program form and the program guide from the First-Year Class Dean. The student selects courses for the Autumn term and returns the completed program form to the Class Dean for first-year students who, insofar as possible, schedules classes accordingly. Class schedules and registration materials are distributed when students arrive on campus in September. The Class Dean also assists the Dean of Studies in coordinating the academic advising of first-year students, participates in planning for first-year orientation with a committee of upperclass students, and oversees other special programs for first-year students.

Assistance in planning courses of study is given to first-year students and sophomores by their academic advisers. Group meetings with advisers are scheduled during orientation; students are expected to schedule appointments for individual advising throughout the year. Group meetings with department chairs and other professors are arranged periodically to facilitate the selection of majors.

In the second semester of her sophomore year, each student chooses her major field in consultation with her Class Dean, her adviser, the academic department, and the Director of Career Development. From then on, her major adviser guides advanced study for the undergraduate degree and is the principal source of information on preparation for graduate school. Also available to her for general academic guidance is her Class Dean.

While it is the student's responsibility to complete all degree requirements, the Registrar reviews each senior record and advises on graduation status. A senior handbook, sent to campus mailboxes at the beginning of the Autumn term, describes College policy on honors, application procedures for graduate or professional study, and deadlines for major examinations, GRE, LSAT, MCAT, and fellowship applications. The Senior Class Dean and the Coordinator for Commencement oversee the planning for commencement with the help of class officers and the Commencement Committee.

## TRANSFER ADVISERS

Incoming transfer students are assisted by the transfer advisers in planning their courses of study and designating a major field. Group meetings are scheduled in the summer and during orientation, and individual appointments may be arranged in the Office of the Dean of Studies throughout the academic year. Transfer students who enter with junior class standing are guided by both transfer and major advisers during their first Barnard semester.

## INTERNATIONAL STUDENT ADVISERS

Advice on situations arising from international student status is available in the Office of the Dean of Studies from the deans designated to counsel international students.

## VISITING STUDENTS

Students who enroll for classes at Barnard as visitors who will graduate from another college must have approval from the degree-granting school for coursework to be completed at Barnard. Program filing and registration are guided by a designated dean in the Office of the Dean of Studies.

## STUDY LEAVES

Students who wish to study for credit toward the Barnard degree at another accredited college, whether it be abroad or in the United States, are urged to discuss their plans and to apply for approval from the appropriate dean in the Office of the Dean of Studies early in the year prior to the period of enrollment at the other institution. Information is available in 105 Milbank.

## PRE-PROFESSIONAL ADVISING

Students who are interested in post-baccalaureate professional training may consult the appropriate pre-professional dean in the Office of the Dean of Studies for help with programming, selection of schools, and submission of application materials. A student who plans to enter one of the health professions should seek advice in her first or second college year in order to discuss requirements and obtain a handbook. Consultation with the pre-professional advisers in the junior year is recommended for any student interested in law, social work, or business. The pre-professional assistant maintains recommendation files and forwards materials required for applications. (See page 33.)

## GRADUATE SCHOOL ADVISING

Students interested in advanced study in the liberal arts and sciences or the performing arts may consult faculty members in appropriate departments and the Senior Class Dean. A student who plans to apply to graduate school should, in her senior year, establish a file with the assistant for graduate school recommendations in the Office of the Dean of Studies.



# STUDENT SERVICES

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## OFFICE OF CAREER DEVELOPMENT

The Office of Career Development helps students and alumnae explore, define, and implement career plans. To provide this service the Office has developed programs enabling Barnard women to gain work experience and to become informed about different career opportunities. Both students and alumnae are seen for individual career counseling, and panels and group workshops are given on careers and related concerns. A newsletter informs students about career programs, workshops, internships, community service, and special opportunities.

The Career Development website [www.barnard.edu/ocd](http://www.barnard.edu/ocd) has interactive capability, describes all of the OCD programs, provides fact sheets, lists internships, and enables students both to register their career interests and to sign up for workshops online.

The Career Development Internship Program provides semester and summer offerings useful for students to clarify their vocational interests through valuable and often professional-level experience. To aid students and alumnae in exploring career areas, the Office also maintains an Alumnae Network Database which lists graduates who are available to discuss their fields; a library of vocational materials; and a collection of graduate school catalogues. Workshops on specific concerns, such as résumé writing and interviewing skills, are conducted when the College is in session. Students and alumnae may establish permanent recommendation files in the Office for future employment.

The Office of Career Development, which is open twelve months a year, has contacts with many potential employers. Students use part-time and temporary job listings for both on- and off-campus jobs, and the Federal Work Study Program is also administered by this Office. Full-time jobs may be viewed on the Internet; access is by subscription for off-campus viewing. Seniors are interviewed on campus by corporate and large non-profit organizations offering entry-level professional opportunities through the Senior Employment Program. Annual not-for-profit career fairs organized by a consortium of colleges are held each spring in Washington, D.C, Boston, and New York City to connect students with many employers and internship sponsors in that sector. A graduate school fair and an international opportunities fair are also held annually.

The Office advises three student-run agencies—the Barnard Babysitting Service, the Barnard Bartending and Party Help Service, and the Barnard Student Store. These agencies provide excellent managerial experience and create jobs for many students.

## PROGRAM FOR STUDENTS WITH DISABILITIES

In 1978, Barnard established a program to provide services for students with disabilities which enhance their educational, pre-professional, and personal development. The Office for Disability Services (ODS) serves students with visual, mobility, and hearing impairments and students with hidden disabilities such as chronic medical conditions, learning disabilities, and psychiatric/emotional disabilities. The ODS works with other administrators and members of the faculty to assist students with disabilities in participating in college activities, securing financial aid, scheduling classes and examinations, and planning careers. Mobility aides, readers, note-takers, and other accommodative aides are available on request. ODS publications include the *Barnard College Policy on the Admission of Students with Disabilities*, and two services brochures, *What ODS Can Do for You* and *Survival Tools for LD Students*. The 504/ADA Access Committee works to reduce architectural, programmatic, and attitudinal barriers at the College. The Barnard LD Network offers outreach, peer support, and referral to students with learning disabilities; the BAID Network (Barnard Alumnae Involved with Disabilities) provides students with access to disabled alumnae in a broad range of careers.

## STUDENT SERVICES

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The buildings on the contiguous campus interconnect and are wheelchair accessible. Maps of the campus showing special features and access routes are available at the Office for Disability Services; access maps of both Columbia University and Teachers College are also available.

### STUDENT HEALTH SERVICES

Student Health Services provides primary health care, short-term counseling, and gynecological services as well as specialist referrals for all registered Barnard students. They also support the Well-Woman Peer Education Program and other activities related to a variety of women's health and wellness issues. The medical staff consists of full-time and part-time physicians as well as nurses and nurse practitioners experienced in college health and women's health care practice. The Mental Health Service is staffed by psychiatrists, clinical psychologists, and clinical social workers. Advanced trainees in a number of clinical disciplines work at Barnard on a yearly basis. Entering students must submit medical history and physical forms, which become the basis of the medical chart.

Both the Health Services and the Mental Health Services are available to all Barnard students and are covered by the Comprehensive Fee. The Barnard Health Services close during college vacations and holidays, when Barnard students may use the Columbia University Health Services. A physician is on call nights and weekends when the College is in session and during winter and spring break for after-hours emergencies.

All Barnard students who have paid the Comprehensive Fee are covered for the Basic Accident and Sickness Plan benefits of the Barnard Student Insurance Plan. The insurance plan provides benefits toward the cost of the following services when ordered by a Barnard staff physician: (1) hospitalization for illness or accident; (2) laboratory tests and X-rays; (3) consultations. This basic coverage is designed to supplement parental insurance and pays after parental benefits. The following services are **not** covered: (1) home visits; (2) consultations when the College is not in session; (3) dental care (except for treatment of injury to sound natural teeth); (4) ongoing treatment by outside physicians or other practitioners. A low-cost optional supplemental insurance is available for those students who cannot be covered by parental benefits.

For additional information, students are encouraged to consult *Barnard Health Service*, *A Student Guide*, and the brochure describing the Barnard Student Insurance Plan, which are available at Student Health Services.

### RESIDENT ASSISTANTS

As part of the student support network, upperclass students in each residence hall are designated as **Resident Assistants** to be a campus resource for resident students, to provide liaison with and referrals to other services, and to aid in residential programming.

### SERVICES FOR COMMUTERS

The Office of Student Life provides information about off-campus housing, transportation, carpooling, parking, and temporary on-campus accommodations, and supports educational, cultural, and social programs designed to enrich commuter life. The Skip-Stop Express is the student-run organization sponsoring events and support services for commuters. It has an office in McIntosh Student Center across from the Commuter Lounge.



**RECOMMENDATIONS**

Students may establish recommendation files for employment in the Office of Career Development, for graduate study with the recommendations assistant in the Office of the Dean of Studies, and for professional schools with the pre-professional assistant in the Office of the Dean of Studies. For procedures and policy, the appropriate office should be consulted.

**STUDENT RECORDS AND INFORMATION**

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) stipulates that students may have access to their official files and that no transcripts may be issued without their written request. A further explanation may be found in the *College Calendar and Student Handbook*.

Also in accordance with the Buckley Amendment, Barnard has the right to make public, at its discretion and without prior authorization from the student, the following information: name, class, home or college address and telephone number; e-mail address; major field; date and place of birth; dates of attendance at Barnard; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and previous school most recently attended. The law also gives students the right to place limitations on the release of this information. A student who wishes to do so must file a special form with the Registrar, 107 Milbank, each year by September 15. In practice, the College does not indiscriminately release information about individual students.

## REQUIREMENTS FOR THE A.B. DEGREE FOR ALL STUDENTS MATRICULATING IN AUTUMN 2000 AND THEREAFTER

### REQUIREMENTS FOR THE LIBERAL ARTS DEGREE

Barnard's motto, *Following the Way of Reason* (*Hepomene toi logismoi*), signals the College's continuing commitment to the intellectual breadth and analytical depth of the liberal arts tradition. Since the College's founding in 1889, a Barnard education has been characterized by its distinctive combination of elements: a rigorous, broadly based framework of general education requirements; a focused inquiry into major subjects; and a range of electives. Together these elements allow for substantial personal choice. The exact structure of College requirements has varied over the past century in response to changes in society, education, and student needs. Today, degree candidates complete two first-year foundation courses, general education courses organized around different "ways of knowing," a major, and electives, totaling 120 points. They also fulfill a physical education requirement reflecting the College's view that physical well-being is an essential part of a healthy and productive life.

### THE BARNARD EDUCATION

A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

The Barnard curriculum enables students to develop strength in language and literature, in social and historical analysis, in mathematics and the natural sciences, in the arts and the humanities—ways of knowing that incorporate but also transcend traditional academic disciplines. Built around major methods for apprehending the world and organizing knowledge, the College's basic requirements are designed to equip students to respond both critically and creatively to a rapidly changing world. Barnard students learn to employ a variety of analytical methods in order to engage new complexities of social evolution and scientific knowledge. The College dedicates itself to imparting to every student self-renewing intellectual resourcefulness, the mark of a liberal arts education.

The College faculty encourages each student to elect courses in a manner that ensures exposure to distinct forms and traditions of knowledge, and to the human experience as lived in various parts of the world. Each student is encouraged to make selections that develop connections among the elements of the curriculum, that promote understanding of global issues, and that acknowledge both the diversity and the commonality of human endeavors in civilizations around the world and through time.

As a college for women, Barnard embraces its responsibility to address issues of gender in all their complexity and urgency, and is committed to an integrated curriculum that recognizes the importance of gender in all forms of human endeavor. The College encourages students to profit from the exceptional and varied opportunities to explore women's histories, challenges, and achievements. Courses explicitly on women and gender are offered by the Department of Women's Studies and by many other departments and programs; students also find gender-related matters incorporated into a wide range of additional courses across the academic disciplines.



Barnard also encourages students to take full advantage of the world city of New York—its international character and economic power; its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. In their studies, their work, and their personal lives, Barnard students can avail themselves of the city's unparalleled resources. As an extended campus, New York serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for a vast array of internships and wide-ranging, city-based student activities.

Barnard seeks to ensure that students become aware of, and knowledgeable about, their physical being. Students complete two courses that focus on physical activity, fitness, and well-being. The College also provides additional opportunities for students to exercise and to learn more about fundamental elements of good health and women's health issues.

## FIRST-YEAR FOUNDATIONS

Two courses are required of all first-year students to ensure that their skills in reading, writing, and speaking continue to develop in ways that will support their learning throughout their years at Barnard. First-Year Foundation courses are deliberately kept small; they focus on individual participation, and on methods of research, analysis, and revision.

### 1. FIRST-YEAR ENGLISH

All first-year students take the one-semester writing course ENG BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Every student, whatever her level of attainment, can learn to improve her skills of writing, analysis, and argumentation. Students choose among several clusters that differ in topic. Reading and writing assignments focus on major works of literature supplemented by material from other sources.

Transfer students are not required to take this course, but must have completed a comparable course, either at their previous institution or at Barnard, before graduation.

### 2. FIRST-YEAR SEMINAR

First-year students take this one-semester course designed to develop the intellectual skills and styles central to subsequent academic work. This course emphasizes the enhancement of writing and communication skills and the group-discussion mode of intellectual inquiry and discourse.

Seminars center on major themes or issues, and participants read and discuss a limited number of important philosophical, historical, literary, or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern, one that goes beyond departmental boundaries.

Transfer students are not required to take the First-Year Seminar.

## THE GENERAL EDUCATION REQUIREMENTS

The aim of the General Education Requirements is to assure that each Barnard graduate confronts and engages in central ways of knowing the world. These ways of knowing—divided into nine key areas, listed on page 36, include, but also bridge, the traditional disciplines of the liberal arts and sciences. Inquiry into these areas establishes the basis for a Barnard education. Each student studies, from analytical, quantitative, and artistic perspectives, the major means by which human knowledge has been constructed.

To allow for flexibility within this framework, a student chooses among the designated courses that fulfill each of the nine requirement areas. She will find some courses that offer a broad view of a field, exploring issues that help create an educated citizenry; other courses satisfy the purposes of general education by close scrutiny of critical methods and their specific application. Thus, each student will shape her own academic program, deliberately and distinctively, by electing a combination of wide-ranging introductory courses and more specialized upperlevel courses to fulfill the General Education Requirements. The areas included in the General Education Requirements are:

1. Reason and Value	1 course
2. Social Analysis	1 course
3. Historical Studies	1 course
4. Cultures in Comparison	1 course
5. Laboratory Science	2 courses in one science
6. Quantitative and Deductive Reasoning	1 course
7. Language	study through at least the fourth semester
8. Literature	1 course
9. The Visual and Performing Arts	1 course

Courses used to fulfill these area requirements must be at least 3 points and may also be used to satisfy requirements for majors or minors. Students may not use Advanced Placement Credit to fulfill the area requirements unless specifically noted otherwise.

Designated courses may be listed in more than one area; students are free to choose which area requirement is satisfied, but may not use a single course to fulfill two or more areas. In addition, certain identified course sequences taken together may fulfill more than one area requirement.

A student's choice of specific courses should be influenced by an intent to forge links among topics and ways of knowing, to find common themes across time and form, and to develop an internal coherence within her own set of courses used to fulfill the College's General Education Requirements. A student should also be mindful that her choices of courses can, and should, expand and enrich her understanding of the world at large, of cultural diversity, and of issues of gender.

The specific aims for each of these area requirements are set forth below:

**1. REASON AND VALUE**

Requirement: One course that allows students to explore ways in which values shape thought, thought shapes values, and both guide human actions.

Aim: To introduce ways of thinking, both past and present, about the formation of human values, their role in guiding action, and their susceptibility to rational reflection and critical discussion. This requirement allows students to discover how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach a wide range of value-related issues. Courses may address such questions as: What does it mean to follow “the way of reason”? What are the sources of human values? How do we arrive at our conceptions of virtue and obligation, and how do such conceptions shape our notions of a good life and a just society? How have questions about values emerged in different traditions at different times? Other possible subjects include the intersecting ethical dilemmas of private and public life, the relation between moral thought and moral action, and issues of human rights, cultural diversity, and global equity.



## 2. SOCIAL ANALYSIS

Requirement: One course that acquaints students with the central concepts and methods of the social sciences, while also critically examining social structures and processes, and the roles of groups and individuals within them.

Aim: To introduce various ways of analyzing social structures and processes, and to explore how these institutions and processes both shape and are shaped by group and individual behavior. Courses will focus on a variety of institutions and processes, from the family, to the nation-state, to the international economy. All courses will address fundamental questions such as: How are individual and collective human behavior linked to the cultural, economic, and political context in which they occur? How is power distributed across different groups and among individuals? How do social systems develop and change? How can we come to better understand societal dynamics through a variety of quantitative and qualitative methods?

## 3. HISTORICAL STUDIES

Requirement: One course enabling students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.

Aim: To emphasize the importance of historical knowledge for understanding various aspects of human experience and activity, and to develop the skills necessary to conduct or evaluate historical research. Coursework will demonstrate how history is not a simple record of past events, but an interpretation of the past shaped by the theories, methods, and data used to construct it. Among the questions to be raised are: Whose past is remembered? How is it remembered? To serve what purposes?

## 4. CULTURES IN COMPARISON

Requirement: One course that compares two or more cultures from the perspectives of the humanities and/or social sciences.

Aim: To study the diversity and the commonality of human experience, and to examine and question personal cultural assumptions and values in relation to others'. Through comparative methods, courses will explore the beliefs, ideologies, and practices of different peoples in different parts of the world, across time, and through migrations. Courses may include comparison of cultures from two or more geographical areas or from two or more cultures within one area, and may approach the subject matter using anthropological, historical, social, and/or humanistic perspectives.

## 5. LABORATORY SCIENCE

Requirement: Two courses with laboratory in one science chosen from among: astronomy, biology, chemistry, environmental science, physics, or psychology.

Aim: To develop intellectual curiosity about the natural world and the processes of scientific experimentation; to convey an understanding of what is known or can be known about the natural world; to introduce basic methods of analyzing and synthesizing the sources of scientific information; and to create scientifically literate citizens who can engage productively in problem solving. Students are expected to master the tools of science and current understanding in one area, and are encouraged to explore the limitations of existing theories and to learn how to ask strategic questions. Laboratory exercises introduce students to techniques of scientific investigation, as they make observations, carry out experimental procedures, and learn how results and analyses are communicated

in specific visual, quantitative, and written forms.

Note: Students may fulfill part of this requirement with scores of 4 or 5 on Advanced Placement Examinations in biology, chemistry, environmental science, and physics (or their International Baccalaureate equivalents).

### 6. QUANTITATIVE AND DEDUCTIVE REASONING

Requirement: One course in which students learn methods and approaches used in mathematics and related fields involving quantitative expression and logical reasoning.

Aim: To provide a productive acquaintance with at least one means of quantitative and deductive reasoning and to develop an ability to apply this knowledge to the analysis of new problems. Coursework will emphasize how quantitative analysis and deductive reasoning function as creative, elegant, and powerful ways of thinking and as effective sets of conceptual tools and procedures with widespread applications.

Note: Students may fulfill this requirement by securing Advanced Placement Credit in mathematics, chemistry, computer science, physics, or statistics (or their International Baccalaureate equivalents).

### 7. LANGUAGE

Requirement: Competence in one ancient or modern language other than English, demonstrated by completion of, minimally, the fourth sequential semester of college-level study, and preferably, a more advanced course with greater emphasis on literary and cultural traditions.

Aim: To provide basic linguistic competence in at least one language other than English, in order to familiarize students with the language, literature, and culture of at least one non-English speaking people. Students are encouraged to develop their language skills to a level that permits them to live and function in another country; to enable them to conduct research, whatever their field; and to prepare them to work effectively in an increasingly global and multicultural society. In becoming familiar with the form and structure of another language, students consider how languages function as tools for communication. Students are encouraged to apply their language skills in courses that fulfill other general education requirement areas.

Note: Students may fulfill this requirement by securing Advanced Placement Credit or by earning qualifying SAT II scores (or their International Baccalaureate equivalents) in a language other than English.

### 8. LITERATURE

Requirement: One course in literature in any language, in the original or in translation; or in comparative literature.

Aim: To develop the skills needed for an informed and aesthetically rewarding reading of literary texts from various times, places, and traditions. Coursework will address the methods and theories by which readers produce meanings and interpretations, and will investigate the pertinence of material such as the authors' biographies or their cultural contexts to literary analysis. Students will study rhetorical strategies employed in literature, becoming more adept at grasping the underlying assumptions and appeal of various forms of discourse.



## 9. THE VISUAL AND PERFORMING ARTS

Requirement: One course in architecture, art history, studio art, graphic design, dance, music, film, or theatre.

Aim: To build an understanding and appreciation of creative processes and forms of artistic expression. Courses will provide insight into the ways art is used to explore and enrich the world and the human condition. The requirement will enable students to cultivate their skills, to develop an understanding of the ways various arts communicate and are discussed, and to consider works of art in their complex social and historical contexts.

## A MAJOR

Departments and programs establish majors to provide a structured, focused investigation of an academic discipline or area of interdisciplinary study. Often a major will require courses taken in cognate disciplines. Generally, there are three levels of study within each major: introductory survey courses; mid-level courses that cover more specialized subject matter and where attention is paid to the methodologies, including the writing styles and formats, of the discipline; and advanced-level seminars with an emphasis on independent research. The College has a long-standing commitment to preparing students sufficiently in a subject so that they may undertake a semester- or year-long project, usually during the senior year, on a topic related to their major. Students are encouraged to explore internships in their field, thereby acquiring information and experience that complement what is learned through formal study.

All students complete the requirements of an approved major. Majors vary in the number of credits required. For students transferring credit from another college or university, a minimum of six semester courses must be completed while the student is registered at Barnard. Only courses graded C- or higher will be credited toward the major.

## PHYSICAL EDUCATION AND HEALTH

Requirement: Two courses, one course completed by the end of the first year, and another by the end of the junior year.

Aim: To enable students to become aware of, and knowledgeable about, their physical being through participation in fitness and sports activities. Students are encouraged to enroll in additional activity and self-paced exercise courses toward the attainment of life-long well-being.

## ELECTIVES

While fulfilling the first-year foundation plus general education and major requirements, students complete the remainder of the 120 points required for graduation with elective courses, chosen in consultation with academic advisers. Electives may be taken as additional courses within the major department or outside the department, and may be used to fulfill minors in academic areas that offer them. Students are encouraged to select their electives to enhance their appreciation for the range of human knowledge; to improve their abilities to think, write, and speak in multiple disciplines; and to make optimal use of the College's and University's special resources.

# THE CURRICULUM

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## REQUIREMENTS FOR THE A.B. DEGREE FOR ALL STUDENTS MATRICULATED PRIOR TO AUTUMN 2000

Students are recommended by the Faculty of Barnard College to the Trustees of Columbia University for the degree of Bachelor of Arts, the only degree awarded to Barnard students. The degree requires the satisfactory completion of 120 points of academic work and two terms of physical education. All students must be enrolled full-time and must complete a major and fulfill general education requirements.

### MAJOR REQUIREMENTS

All students must complete the requirements of an approved major. The number of required courses for the major depends on the major chosen (see individual department and program curriculum statements), but a minimum of six semester courses must be completed while the student is enrolled at Barnard. A course graded D will not satisfy a major requirement.

The student registers her chosen major with the Office of the Registrar and with her major department or program, normally in the second term of her sophomore year. The major may be chosen from any listed in the *Barnard Catalogue*. A student may major in two fields by satisfying all the major requirements prescribed by each department, with no overlapping courses. If either or both of the disciplines qualify for Part A of the Distribution Requirement, two courses in one qualifying discipline may count toward that requirement. A combined or special major may be designed in consultation with the chairs of the appropriate departments and with the approval of the Committee on Programs and Academic Standing. Committee approval is not needed for the double major that comprises all the course requirements of two majors with one integrating senior project, but the form designated for such a double major must be filed with the Registrar and the two departments.

### GENERAL EDUCATION REQUIREMENTS

Barnard's general education program is designed to provide direction and continuity while giving students opportunities to shape their own programs of study. Barnard offers a rigorous but flexibly structured set of requirements which afford students a range of choice in almost every instance. The requirements follow.

#### FIRST-YEAR SEMINAR

First-year students are required to take this one-semester course, which provides special opportunities to develop some of the intellectual skills and styles which will be central to subsequent academic work. The enhancement of writing and communication skills is emphasized, as is the group-discussion mode of intellectual inquiry and discourse. Seminars adopt major themes or issues, and participants read and discuss leading philosophical, historical, literary, or scientific statements of them. A representative sample of First-Year Seminars, with descriptions and the names of instructors, begins on page 193. Transfers are not required to take the First-Year Seminar.

#### FIRST-YEAR ENGLISH

First-year students must take the one-semester writing course ENG BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Reading and writing assignments focus on major works of literature. This course may not be taken on a Pass/D/Fail basis. Some students may gain exemption from the course with an Advanced Placement (AP) test score of 4 or 5. International students are required to exhibit a



degree of fluency before enrolling in this course. Transfers are not required to take this course but must have earned exemption or completed an equivalent course before graduation.

## FOREIGN LANGUAGE

Students must achieve basic competence in one ancient or modern foreign language. The requirement is fulfilled by completion of the fourth sequential semester or a more advanced course for which the fourth semester is prerequisite. (In Latin, both Latin V 1201 and V 1202 or their equivalents must be completed.) The faculty recommends that in general (i) the intermediate year be completed at Barnard; (ii) elementary courses be completed in the first year; (iii) courses be taken consecutively without interruption; and (iv) proficiency be established by the end of the junior year. Reenrollment without credit is required for students whose work in any of the first three semesters is graded below C.

### Exceptions:

1. Completion of Spanish BC 1208x for Spanish-speaking students (taken only with the instructor's permission) will qualify on recommendation of the instructor.
2. Enrolled students who complete the third or fourth semester of French outside the Barnard department must take a departmental examination to qualify for fulfillment.

### Exemptions:

1. Re-centered CEEB SAT II score of 781 or higher; re-centered CEEB SAT II score of 700 or higher in Hebrew only. No exemptions granted for CEEB SAT II scores in Chinese or Japanese.
2. AP score of 4 or 5.
3. Departmental examination.
4. Students with native English who study in a high school where the language of instruction is not English (e.g., French, for alumnae of the Lycée Français).
5. For international students for whom English was not the primary language of instruction in high school, satisfactory completion of English BC 1201 or one satisfactory year at Barnard.

### Placement:

1. Re-centered CEEB SAT II score of 680-780, fourth semester; 570-679, third semester; 400-569, second semester; below 400, first semester, for German.
2. Re-centered CEEB SAT II score of 690-780, fourth semester; 570-689, third semester; 420-569, second semester; below 420, first semester, for French and Spanish.
3. For languages other than French, Spanish, and German, placement will be determined by departmentally administered examinations.
4. For transfer students: the course following the level of the last satisfactorily completed semester course; however, formal withdrawal and reenrollment in a more suitable course may be required for students who are judged by the department to be inappropriately placed and in need of additional preparation or review. In such a case, transfer credit for the previous course is rescinded to allow the student to receive credit for the Barnard/Columbia course of equivalent level. Taking the departmental placement exam is recommended.
5. By departmental examination, if there is no CEEB score or previous college transfer work.

Please note that previous standards are in effect for students who took the College Board examination prior to re-centering in 1995.

Credit:

- 1. Credit is given for courses satisfactorily completed in residence at Barnard or, in the case of a transfer, at her previous college.
- 2. No prior assurance of degree credit is given for summer or transfer work in foreign language courses. For work completed at other colleges, credit is granted with departmental approval, or by examination, or on completion of the next level at Barnard.
- 3. No credit is granted for work equivalent to a level already completed and credited.
- 4. Although credit for the first semester of an elementary language is not normally granted unless a more advanced course is completed, a student is granted **one** exception maximum to this rule on written request to the Registrar.

LABORATORY SCIENCE

Students must complete one year of science (two lectures and two labs) in the same field. Acceptable courses must meet for at least three hours of lecture and three hours of laboratory per week. The student must pass both the lecture and the laboratory portion of the course, and the College strongly suggests that the two be taken concurrently. The following courses meet these requirements:

Astronomy	AST V 1753-1754 or AST C 1403-1404, both with the lab AST C 1903-1904
Biology	BC 1001, 1002, 2001, 2002, 2003, 2004
Chemistry	BC 1601 and BC 1602 BC 1601 and BC 3230 with BC 3328 C 1403-C 1404 with C 1500 and one additional laboratory course, e.g., BC 1702, BC 3328, BC 3338, or C3543.
Environmental Science	BC 1001, 1002, V 1001, 1011-1012, S 1011-1012, V 2100, 2200, 2300 (any two) Students who have completed BC 1001 or V 2100 and subsequently study at the Biosphere may complete the lab science requirement with the Biosphere work.
Physics	BC 1206, 1207, 1208 (any two); F, V, or W 1201-1202 with 1291-1292; V 1301-1302 with 1391-1392; V 1051-1052; C1001-1002 with BC 1091-1092
Psychology	BC 1105, BC 1108, BC 1117, BC 1123, BC 1127, BC 1130, BC 1136, BC 1156 (any two from different groups: see Major Requirements)

Students wishing to substitute a course sequence not given above, transfer students, and those with Advanced Placement should consult the appropriate department chair for guidance with respect to fulfilling this requirement.

QUANTITATIVE REASONING

In order to graduate, students must pass one of the courses listed below in which the major topics are mathematics, methods of empirical analysis using quantitative data, or the use of symbolic manipulation to solve problems. These courses can count both toward a major or distribution requirement and for the Quantitative Reasoning Requirement.

Students may fulfill the Quantitative Reasoning Requirement by securing Advanced Placement in mathematics, chemistry, computer science, or physics or transfer credit for a course listed below or for an equivalent course. A student who fulfills the Laboratory Science Requirement in chemistry, physics, or astronomy simultaneously satisfies the Quantitative Reasoning Requirement.



Astronomy	V 1753, V1754, C 1403-1404
Biology	BC 3386
Chemistry	BC 1601, C 1403, C 1404
Computer Science	Any course carrying degree credit <i>except</i> W 1001 CU Summer S1021D, S1022Q
Economics	BC 2411
Environmental Science	BC 3015 and BC 3016 (Both courses must be taken.)
Mathematics	Any course carrying degree credit
Philosophy	V 3411, V 3415 (F 3410 does not fulfill the requirement.)
Physics	Any course carrying degree credit
Political Science	BC 3345
Psychology	BC 1101
Quantitative Reasoning	All courses carrying degree credit <i>except</i> BC 1001
Sociology	BC 3211, V 3212
Statistics	Any course carrying degree credit
Urban Studies	UAF BC 3200 Program Evaluation: Methods and Case Studies

## DISTRIBUTION

Courses satisfying Part A are identified in this catalogue by the letter H (for Humanities) or S (for Social Sciences) on the last line of the course description. Courses satisfying Part B are identified by the Roman numeral I, II, or III (corresponding to one of the three categories listed below) on the last line of the course description. When a course satisfies both Part A and Part B, its description will be accompanied by both the letter H or S and the Roman numeral I, II, or III.

In certain cases, it is possible to satisfy both Part A and Part B of the distribution requirement with the same courses, but all students must take at least two courses in the Humanities and two in the Social Sciences.

### Part A:

Students must complete four one-semester courses outside the major, two in the Humanities and two in the Social Sciences. In each of these areas, only one of the two courses may be interdisciplinary.

The distribution requirement in the Humanities may be fulfilled by courses in Art History, Philosophy, Religion, Medieval and Renaissance Studies, any literature, the history or literature of music, the history of dance or theatre, or Humanities C 1001 or C 1002, and by designated courses in Asian and Middle Eastern Cultures, Pan African Studies, or Women's Studies.

The distribution requirement in the Social Sciences may be fulfilled by courses in History, American Studies, Anthropology, Economics, Linguistics, Political Science, Sociology, or Contemporary Civilization C 1101 or C 1102, and by designated courses in Asian and Middle Eastern Cultures, Pan African Studies, Urban Studies, or Women's Studies.

### Part B:

Students must complete four one-semester courses (transfers must complete three)

chosen from the three categories listed below, with no more than two courses from any one category.

- I. Comparative Studies of Culture and Society
- II. Societies and Cultures of Asia, the Pacific, Africa, or the Middle East
- III. Societies and Cultures of Europe or the Americas

Courses taken for Distribution - Part B may also qualify to fulfill Distribution - Part A. Courses that qualify for the major or a minor may also qualify for Distribution - Part B.

## PHYSICAL EDUCATION

Students admitted as first-year students must complete two semesters of Physical Education at Barnard. One semester must be passed in the first year and the second semester must be successfully completed during the sophomore year. Sophomore and junior transfers are required to complete one semester of Physical Education at Barnard. Transfers are expected to complete their requirement by the end of junior year. Failure to complete the requirement by the specified deadlines will result in a failing grade. Physical Education courses are graded pass-fail based on attendance and participation. Studio Dance courses may be taken to fulfill the Physical Education requirement.

## ELECTIVES

Apart from fulfilling general education requirements and major requirements, the student completes the remainder of the 120-point requirement with elective courses, either within or outside the major department, subject to the approval of the appropriate adviser.

No more than 18 points of studio, performing arts, or professional school courses (including film) may be credited toward the A.B. degree. Of these, a maximum of four arts studio courses may be credited. A maximum of six courses in instrumental instruction may be credited (except for Music majors and minors, who may take eight, including piano instruction).

One-point dance technique courses taken by non-dance majors for credit are also included in the existing 18-point maximum which may be credited toward the degree. A maximum of six courses in dance technique may be credited; however, a student does not receive academic credit for a dance technique course until she has completed or is currently completing the Physical Education requirement.

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for double and joint degree programs with professional schools of the University. (See page 52.) A maximum of 24 points may be credited for studio or performance courses in the major field. A minimum of 90 points of traditional liberal arts courses is required for the student who majors in such a field; for all other majors, a minimum of 102 points of such courses is required.

## LENGTH OF RESIDENCE

Students are expected to be registered full-time (12 points minimum) for four years. Transfer students must complete at least 60 points and two years full-time in residence at Barnard to receive the degree (see below for additional information). Under certain conditions, it is possible for a senior to complete her work for the degree while registered in absentia, with the permission of the Committee on Programs and Academic Standing.



REQUIREMENTS FOR TRANSFER STUDENTS

A student admitted to Barnard with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar, two semesters of Physical Education, and four courses in Distribution-Part B. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree at Barnard, a transfer student must attend Barnard for at least four regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Exemption from the foreign language requirement may be attained on the basis of College Entrance Examination Board Achievement scores alone or by a combination of those scores and additional college work. Those who do not receive exemption must complete the normal language requirement (see page 41). Transfer students are eligible for general honors when both overall and Barnard averages meet the required academic standards.

TRANSFER CREDIT

Courses completed at other accredited colleges and universities which are similar in content and depth to Barnard courses may be submitted for transfer credit. Transfer courses are evaluated after a complete transcript is received in the Office of the Registrar. Students are asked to submit catalogues and course descriptions with their requests for transfer credit to the Admissions Office.

Credit for approved work at another institution is applied to Barnard's 120-point graduation requirement with a maximum of 16 points per term. Credit cannot be granted for courses with grades lower than C minus. Acceptable transfer work does not usually include applied or professional courses or more than the equivalent of two Barnard studio courses. The first term of an elementary language course is not normally credited unless or until the second term or a more advanced course has been satisfactorily completed, but a student may request a single exception to this ruling.

Transfer students may apply for credit for previous summer courses under the regulations governing summer study (see page 49).

First-year students with a record of prior coursework taken as non-matriculants at an accredited college in the United States may request up to 15 points of transfer credit. Such work will be evaluated after the student has completed 12 points at Barnard. Grades for this course work are included in the overall average (see page 24).

CLASSIFICATION OF STUDENTS

Students are classified as follows:

Matriculated	Points completed
First-Year	fewer than 24
Sophomore	24-51
Junior	52-85
Senior	86 or more
Unclassified	transfer students who have not yet been assigned credit

Non-matriculated:

- Other college degree candidates (visiting students)
- Barnard alumnae auditing courses
- Barnard alumnae taking courses for credit
- Any other student who is not a degree candidate

A degree candidate (i.e., a student who is matriculated) is expected to be enrolled for at least 12 points each term and may not change her status to non-matriculated.

## FILING OF DIPLOMA NAME CARDS

The Diploma Name Card, available in the Office of the Registrar, is the student's official notification to the Registrar that she expects to have completed all requirements for the degree and to receive the diploma on a particular graduation date. Degrees are granted in May, October, and February. The filing of the card sets in motion the processing of the student's academic records in preparation for graduation. It is the student's responsibility to file the Diploma Name Card before published deadlines (see College Calendar). Graduation ceremonies are held in February and May.



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## MINOR

The selection of a minor field of study is optional. A minor requires at least five courses (three of which must be qualifying Barnard or Columbia courses) that total a minimum of 15 points, and may be designated by any student having a major after completing a minimum of three courses in the minor field. Requirements depend on the minor chosen (see individual department curriculum statements); courses are selected in consultation with the department chair. Two of the courses taken for the minor may be used to fulfill the general distribution requirement if the field selected qualifies for the requirement (see page 43). Courses for the major and minor may not overlap. To qualify for the minor, a course must be letter-graded A–C.

## WRITING FELLOWS PROGRAM

The Writing Fellows Program offers exceptional students with strong writing, reading, and communication skills an opportunity to become peer-tutors in writing. During their first semester in the program, students take a seminar and practicum in the teaching of writing (see page 178: *The Writer's Process*), usually in the autumn term of their sophomore or junior year. As Writing Fellows, they go on to work in a number of different settings (e.g., The Jong Writing Center, writing-intensive courses across the curriculum) with Barnard undergraduates at all levels and in all disciplines. Writing Fellows receive a stipend and are asked to make a commitment of three semesters to the program.

## WRITING-INTENSIVE COURSES ACROSS THE DISCIPLINES

Students in these courses undertake at least three writing projects, each of which goes through at least two drafts. Writing Fellows read and confer with students on the first drafts of their papers, which students may then revise, handing in both first and second drafts to their instructors, who comment on and grade the revised drafts.

To find out the specific writing-intensive courses offered in any given semester, ask your adviser, the Dean of Studies Office, or the Writing Program (411 Barnard).

The departments of Anthropology, Architecture, Art History, Asian and Middle Eastern Cultures, Biology, Economics, Education, English, French, History, Philosophy, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies have offered writing-intensive courses. Both instructors and students report positive results. Students appreciate the help they get in revising drafts and experience significant gains in their writing skills. Instructors find that the revised papers they receive permit them to focus their comments on course content, rather than on the mechanics of writing.

## THE WRITING CENTER

In addition to their work in specific courses across the curriculum, Writing Fellows staff The Erica Mann Jong Writing Center (121 Reid Hall). Any Barnard student is welcome to confer on a particular writing project or to discuss some broader aspect of her writing (e.g., how to articulate, organize, and structure thoughts, how to use evidence effectively, how to work on English as a second language. . .). Students bring chapters of their senior theses, drafts of papers for First-Year English, outlines or ideas for papers in upper-level courses, lab reports, personal statements for admission to law school, etc.

## SENIOR SCHOLAR PROGRAM

The Barnard Senior Scholar Program allows a qualified student to undertake a single project for the entire senior year, or for one semester of the senior year (normally the second). The Program is intended for the student who is unusually well prepared in an aca-

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demic discipline or in one of the performing arts. It offers the special advantages of concentration on one project, designation as Senior Scholar on the permanent transcript, and the amendment of some major requirements. Senior Scholars are allowed credit for no more than 30 points for the project. In the past, Barnard Senior Scholars have gained approval for a wide range of proposals.

A qualified student interested in the Senior Scholar Program should consult the Senior Class Dean in the Office of the Dean of Studies, who is coordinator of the program, in her junior year. Before the beginning of the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

### CENTENNIAL SCHOLARS PROGRAM

The Centennial Scholars Program offers students a limited number of intellectually independent students an early opportunity to engage in challenging projects, tailored to their individual interests, with faculty mentors. The program is limited to 15 students in any single class. No separate application is required for first-year candidates. Selection is based on the Centennial Scholars Committee's review of a student's application for admission. Students selected for the program will be notified at the time of their admission.

The Program confers a maximum of 18 points of credit toward the degree. In the spring of the student's first year as a Centennial Scholar, she enrolls in CEN BC 1889, *Working With Ideas*, an interdisciplinary course designed to lay the foundation for the core of the Program, an extended apprenticeship with her mentor(s). Her project may extend over two or three semesters and may include a summer to accommodate travel or other particular needs. The Program culminates in the Centennial Scholars Symposium, which is devoted to the public presentation of the project. Dinner lectures and outings to museums, artists' studios, and research laboratories and similar activities are additional features of the Program.

The Centennial Scholars Program is governed by a committee consisting of the following members:

Leslie Lessinger, Co-Director, *Professor of Chemistry*

Helene Foley, Co-Director, *Professor of Classics*

Dorothy Denburg, *Dean of the College*

Serge Gavronsky, *Professor of French*

Doris Davis, *ex-officio, Dean of Admissions*

Ellen Kreger, *ex-officio, First-Year Class Dean*

### HIGHER EDUCATION OPPORTUNITY PROGRAM

The Higher Education Opportunity Program, a support service to meet the needs of New York State undergraduates from backgrounds that are disadvantaged economically and academically, provides counseling, tutoring, and financial assistance. During a summer program, all incoming HEOP students receive instruction in English, mathematics, research, and public-speaking skills. During the academic year, tutoring, workshops, and study groups are available in addition to academic and personal counseling.

### PROGRAM PLANNING FOR STUDENTS INTERESTED IN HEALTH PROFESSIONS

The basic premedical and predental requirements are two semesters of introductory biology and two semesters of biology laboratory, all at the 2000 level or higher (BIO BC 2001, BC 2002, and laboratory BC 2003 and BC 2004); two semesters of general chemistry and one semester of laboratory (CHE BC 1601, BC 3232); two semesters of organic chemistry



and one semester of organic laboratory (CHE BC 3230, BC 3231, BC 3328); two semesters of physics with accompanying laboratory (PHY V 1003-1004; V 1103-1104; BC 1206-1207); and two semesters of English. Highly recommended courses, required by some schools, are two terms of calculus or other college-level mathematics and one semester of biochemistry (CHE BC 3282).

Students should become familiar with the most recent edition of *Medical School Admissions Requirements*, an annual publication of the Association of American Medical Colleges, and Barnard's own *Handbook for Students Entering the Health Professions*, copies of which are available in 105 Milbank. The latter deals with many of the health professions (nursing, optometry, podiatry, physical therapy, and public health) as well as medicine and dentistry.

Pursuing a major in the sciences is not necessary for premedical students, provided they include the aforementioned required courses in their programs. The science requirements should be completed in the year prior to the year of desired entry, at which time students are advised to take the Medical College Admissions Test, normally offered in April. The test is repeated in the early fall for those who wish to retake it or who, for compelling reasons, were unable to take it in the spring.

All students who are interested in the health professions should consult their advisers as early as possible and should open a file with the pre-professional assistant and consult the designated dean in the Office of the Dean of Studies by the junior year at the latest. Applications for the standardized tests, school catalogues, and other relevant materials are available in 105 Milbank.

### PROGRAM PLANNING FOR LAW SCHOOL APPLICANTS

There are no specific course requirements for entry to law school, nor is there any specifically recommended major. Admission to law school is based largely on grade point average and Law School Admission Test scores, although other factors are taken into account. Students are encouraged to develop strong skills in writing and in speaking with precision and to take programs that require demanding critical analysis and effective study habits. Information about law schools and what makes a good lawyer can be found in the *Official Guide to U.S. Law Schools*, an annual publication of the Association of American Law Schools. Copies may be read in the Office of the Dean of Studies, 105 Milbank, which also maintains a library of current law school catalogues and other relevant information.

Students are encouraged to consult the designated dean in the junior year or earlier. The LSAT should be taken in June or October of the year prior to expected entry to law school; the June test is recommended because it allows for better planning. Applications for the LSAT and for the Law School Data Assembly Service (a required transcript analysis procedure) arrive in March each year and can be picked up in 105 Milbank anytime thereafter.

### PROGRAM PLANNING FOR STUDENTS INTERESTED IN SOCIAL WORK AND BUSINESS

Curricular planning should be made with an eye to some of the specific requirements in each of these fields. Familiarity with professional school catalogues in these areas is recommended. Information and printed literature is available in the Office of the Dean of Studies and in the Office of Career Development.

### CREDIT FOR SUMMER STUDY

The granting of course credit for summer courses taken at other accredited institutions (including Columbia) is treated as transfer credit and is subject to some additional regula-

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tions. The maximum number of summer points that can be applied toward the degree for course credit is 16, subject to the approval of the Committee on Programs and Academic Standing. Although a student may not receive degree credit for summer courses exceeding this maximum, she may fulfill degree requirements with additional summer courses, subject to the approval of the Committee on Programs and Academic Standing, and in some cases, subject to satisfactory performance on a Barnard placement examination. The full regulations on credit for summer study are available at the Office of the Registrar on the Application for Approval of Summer Session Courses. The student may learn in advance whether the courses she wishes to take in summer school meet the approval of the Committee on Programs and Academic Standing by completing the form and submitting it to the Office of the Registrar well before the end of the Spring term. Although the application may also be retroactive, the student places herself at risk of being denied degree credit if she fails to receive prior written approval from the Committee. The student is advised to consult the application for the full regulations, some of which are listed below:

1. No more than eight points may be counted for one five- or six-week summer session.
2. To be eligible for credit, a course normally must meet for at least five weeks and at least 35 hours.
3. Grades for courses taken in summer school must be letter grades of C- or higher; they are not included in the Barnard grade point average, but they will be included in the calculation for Latin honors. These courses and grades will, however, be considered by graduate or professional schools, which normally require the submission of an applicant's transcripts from all the colleges attended.

### STUDY ABROAD

Several options for study abroad are available to academically qualified Barnard students. The Faculty has set the following guidelines for eligibility. By the time they plan to study abroad, students should:

- be competent in the language of instruction abroad, or, when the language of instruction is English, have some knowledge of the language of the host country;
- have completed all or nearly all of the basic requirements for the degree;
- have no outstanding Incompletes;
- have a good academic record;
- have worked out, in consultation with the major and study abroad adviser, a plan for the completion of all major and college requirements for graduation.

The educational interests of each applicant are of primary concern to the staff of the Dean of Studies in acting on a student's request to study abroad for degree credit. Interested students should begin the process of applying to study abroad by consulting the dean responsible for study abroad advising in the Office of the Dean of Studies during the first semester of the sophomore year. Students must obtain the approval of the study abroad adviser, the class dean, and the major adviser in order to receive the College's permission to study abroad for credit toward the Barnard degree.

Barnard approves programs of study throughout the world. The College has also developed partnerships with some institutions, e.g., Great Britain at Oxford (St. Peter's and Somerville Colleges), Cambridge (Newnham College), The University of London (University College, London School of Economics, Queen Mary and Westfield College, and King's College), and the University of Warwick. Admission to these colleges is competitive.

Barnard students who wish to study for degree credit in Paris may apply to the **Reid**



**Hall** program, which offers a varied and attractive curriculum in French language, literature, culture, art history, political science, history, philosophy, film studies, and women's studies. In addition to the courses offered at Reid Hall, students with sufficient preparation may, through this program, enroll in courses in the French university system in a variety of academic disciplines. To qualify for admission to Reid Hall, a student must have completed two years of college French with grades of B or better. It is possible to spend one term or an academic year in Paris. Some participants are French majors, but most are not. The student body comprises undergraduates from Barnard and Columbia, as well as those from other colleges and universities. Reid Hall is owned and administered by Columbia University. It is located in the Montparnasse district of Paris, near Luxembourg Gardens. The administrative staff of Reid Hall assists students in planning academic programs and in finding housing accommodations. Credit is awarded for no other programs in Paris.

Barnard students who wish to study for degree credit in Germany may apply to the **Berlin Consortium for German Studies** program, based at the Free University of Berlin. This program makes it possible for humanities, science, and social science majors who have completed at least two years of college German or the equivalent to become German university students for an academic year or semester. The program involves full immersion into the German language, enrollment directly into courses shared with German students, access to university libraries and student housing, internship opportunities during vacation periods, and maximum exposure to contemporary German cultural and political life. The program is administered by Columbia University, and both a full-time academic director and resident director located at Free University assist students in planning academic programs.

Bulletins and applications for both Reid Hall and the Berlin Consortium are available in 203 Lewisohn Hall and in 105 Milbank. Interested students should consult the dean responsible for study abroad advising in the Office of the Dean of Studies to discuss their plans and to have the dean review and approve their applications.

Barnard also participates in the program of the **Intercollegiate Center for Classical Studies in Rome**. Students who have completed at least four semesters of Latin above the elementary course, and at least one semester of elementary Greek, are eligible to apply for admission to the program of the Rome Center for one or two semesters, preferably in the junior year. Courses taken at the Rome Center may be counted toward the major, and in some cases, toward the fulfillment of the distribution requirements.

Barnard is a Supporting Institution of the **American School of Classical Studies at Athens** and the **American Academy in Rome**, and certain privileges of those schools are available, without fee, to graduates of the College.

Barnard also offers the opportunity for study in Japan at the **Kyoto Center for Japanese Studies** through its participation with Columbia in a consortium organized by Stanford University and Spain through the **Boston University Program** in Madrid.

Course credit for courses taken at institutions abroad other than the Barnard-Columbia programs in Paris and Berlin is generally treated as transfer credit (see page 45).

### STUDY AT JEWISH THEOLOGICAL SEMINARY

The Jewish Theological Seminary of America, located two blocks from the Barnard campus, offers opportunities to Barnard students for specialized study under a cooperative arrangement. Students may enroll in courses at the Seminary under any of three options: (1) individual courses; (2) a year's study in residence at the Seminary; or (3) a double-degree program.

A student wishing to study at the Seminary should consult her adviser and obtain the

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written permission of the chair of her major department. Courses taken at the Jewish Theological Seminary are evaluated as transfer credit (see page 45 for rules on transfer credit). Students who wish to obtain simultaneously the degree of Bachelor of Arts from Barnard and Bachelor of Hebrew Literature from the Seminary must consult the appropriate dean in the Office of the Dean of Studies at Barnard and at the Seminary's List College and must be separately admitted to each institution.

Qualified Barnard students may request housing at the Seminary. Double-degree students who enroll in the Seminary College will be subject to both Barnard and Seminary tuition charges, adjusted on a pro-rata basis. Students taking individual courses pay the Seminary directly for those courses at an adjusted rate.

## STUDY AT THE JUILLIARD SCHOOL

The Juilliard School at Lincoln Center offers opportunities to Barnard students for individual courses in music. For a five-year program leading to the Barnard A.B. and the Juilliard M.M., rigorous auditions are required for which early application must be made. Students interested in these options may obtain further information and audition dates by consulting Dr. Gail Archer, Coordinator of the Barnard Music Program (319 Milbank), at the time of admission to Barnard or as early as possible.

## STUDY AT THE MANHATTAN SCHOOL OF MUSIC

The Manhattan School of Music is located one block to the north of the Barnard campus. Under a cooperative program of cross-registration, musically qualified Barnard students who pass required auditions have the opportunity to enroll in six semesters of private instrumental lessons at the Manhattan School, subject to the regulations specified in the application form available at the Office of the Registrar. Majors and minors in Music may take eight semesters of lessons. Students must complete a Barnard approval form before receiving permission to enroll at the Manhattan School.

## SPECIAL ACADEMIC PROGRAMS

Barnard offers a summer academic program for secondary school students, "Summer in New York: Barnard's Pre-College Program." Program information and applications are available in the Office of the Pre-College Program, 8 Milbank Hall.

## DOUBLE AND JOINT DEGREE INTRAUNIVERSITY PROGRAMS

Barnard offers double and joint degrees in coordination with other schools in the University system, including the School of International and Public Affairs (SIPA), the School of Engineering, the School of Law, and the School of Dental and Oral Surgery. Details on specific programs are given below.

### SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS: INTERNATIONAL AFFAIRS

Barnard College and the Columbia University School of International and Public Affairs offer a joint program leading to the A.B. degree at the end of four years and the Master of International Affairs (M.I.A.) after one additional year.

Application to this program is made through the Office of the Dean of Studies by March 1 of the junior year, but to ensure appropriate guidance and preparation, consultation is recommended in the sophomore year with the appropriate dean in the Office of the



Dean of Studies at Barnard. Qualified students nominated by the Office of the Dean of Studies complete the application, which is sent to the School of International and Public Affairs. Finalists will be interviewed by an admissions officer at SIPA. The final decision on admission to the program rests with the SIPA Review Committee. Acceptance for the joint program is a provisional admission to SIPA for the M.I.A. degree. All provisionally admitted students will be required to submit a formal application to SIPA in the spring semester of the senior year. Formal applications for fellowship consideration are due by January 15; otherwise, applications are due by April 15.

A Barnard student's eligibility for the joint program with SIPA is governed by the following conditions:

1. A minimum grade point average of 3.3.
2. At least four semesters of matriculation at Barnard before enrolling in the joint program.
3. Fulfillment of all basic and distribution requirements before the senior year.
4. No more than four courses in the major to be completed during the senior year.
5. Completion of introductory courses in microeconomics and macroeconomics and a strong background in quantitative courses.

A Barnard student in the program must satisfy all Barnard degree requirements. Courses in the School of International and Public Affairs may be used to fulfill major requirements only with the written permission of the chair of the major department. As a senior, after consultation with a SIPA dean and her major adviser at Barnard, she will elect 15 to 18 points of SIPA coursework, including a substantial part of the SIPA Core "A" Requirement. A typical program would include most of the 12 points of coursework at the 4000 level or above in the following areas:

- International politics
- Foreign historical and political processes
- International law
- United States foreign policy
- International policy analysis and management
- Graduate-level economics

A grade of B or better is required in courses to be credited toward the M.I.A. degree.

### **SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS: PUBLIC POLICY AND ADMINISTRATION**

Barnard College and the Columbia University Graduate School of International and Public Affairs offer a joint degree program leading to the Bachelor of Arts degree at the end of four years and the Master of Public Administration (M.P.A.) after one additional year.

Application to the program is made directly to the Graduate Program in Public Policy and Administration at the School of International and Public Affairs, but the designated dean in the Office of the Dean of Studies should be consulted before the application is filed, preferably as early as the sophomore year. Admission to the joint program does not constitute automatic admission to the M.P.A. program. The student in the joint program applies for admission to the graduate program in the autumn term of her senior year. Final admission is conditional upon the applicant's receiving the A.B. degree from Barnard.

A Barnard student in the joint program must satisfy all basic, distribution, and major requirements for the A.B. degree at Barnard. Courses in the graduate program may be used to fulfill major requirements only with the written consent of the chair of the depart-

## OTHER ACADEMIC OPPORTUNITIES

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ment in which the student is majoring. During the junior and senior years she must complete at least 24 points of course work at the 4000 level or above, including the first-year required core courses specified in the Bulletin of the Graduate Program in Public Policy and Administration. An internship, usually during the summer between the fourth and fifth years, is also required. In the fifth year of the program, a student completes at least 30 points, including a workshop and policy specialization requirements.

### SCHOOL OF LAW

Each year Barnard College has the option of nominating, in conjunction with the Columbia University School of Law, juniors with outstanding records to enter the Law School under the Accelerated Program in Interdisciplinary Legal Education (A.I.L.E.).

Each student must submit a record of 90 points, 60 of which will have been completed at Barnard. She must have fulfilled all degree requirements except those for the major, which she must be able to complete together with the final 30 points at the Law School. Twelve of the 30 must be in the liberal arts and the remainder in appropriate law courses.

To be nominated, a student must have an outstanding academic record (3.6 average or above) and have taken the LSAT by March of her junior year with a score in keeping with the median level of applicants accepted to the Columbia Law School in that academic year.

Students interested in the program should consult the Pre-law Dean in the Office of the Dean of Studies early in the junior year and with the Senior Class Dean to ensure fulfillment of graduation requirements. LSAT applications are available in the Office of the Dean of Studies; the test is usually offered in June, October, December, and February.

### SCHOOL OF DENTAL AND ORAL SURGERY

A limited number of qualified students may enter the Columbia University School of Dental and Oral Surgery after three years of undergraduate work at Barnard. To be eligible for this program, the student must have completed 90 points of academic work at Barnard and all of the prerequisite courses for the School of Dental and Oral Surgery. To be eligible for the A.B. degree, she must have completed 120 points, 30 of which may be taken at the School of Dental and Oral Surgery, and she must have completed all of the general and major requirements of Barnard College.

A student interested in this option should consult with the health professions dean in her sophomore year for early program planning. Before her admission to the School of Dental and Oral Surgery, she should consult with the Senior Class Dean to make certain that she will be eligible for the A.B. degree.

### SCHOOL OF ENGINEERING AND APPLIED SCIENCE

Barnard College and the Columbia University Fu Foundation School of Engineering and Applied Science offer undergraduate programs in the professional branches of engineering and in the applied sciences under a cooperative program. In addition to the general admission requirements, course work in mathematics through trigonometry, physics, and chemistry is desirable for entering students interested in engineering or applied science.

The first three years of the five-year program leading to the degrees of Bachelor of Arts and Bachelor of Science are spent under the jurisdiction of Barnard College with a few courses taken in the School of Engineering and Applied Science. During the junior year the student applies for admission to the School of Engineering and Applied Science, where the remaining two years of more specialized engineering study are taken. Completion of the basic, distribution, major, and physical education requirements is required for the Barnard A.B. degree. A maximum of 30 points may be credited for engi-



neering courses. Students interested in the program are encouraged to consult the designated dean in the Office of the Dean of Studies to plan an appropriate schedule of courses.

### AUDITING

#### STUDENT AUDITING

Matriculated students may audit courses in special instances by arrangements with the instructors. Permission to audit a course is granted at the instructor's discretion. Courses audited do not appear on the student's program or transcript, are not graded, and may not be subsequently converted to credit courses.

#### ALUMNAE AUDITING

Many Barnard courses are open to alumnae for auditing. No credit is given; there is no charge. The only requirement is that permission of the instructor must be obtained. Those interested in this program should contact the Alumnae Office and request a copy of the current catalogue and information about procedures.

# REGISTRATION

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## REGISTRATION FOR NEW AND CONTINUING STUDENTS

Instructions and materials for registration are enclosed in individual packets distributed to students on the days designated for registration.

Students are expected to register during the registration times published in the College Calendar. Permission to register may be refused to students who do not observe the deadline for registration. Those students who have permission to register late will be assessed additional fees, as posted at the Registrar's Office.

Bills for tuition and fees (see page 25) are mailed before the beginning of the semester, and payment must be received by the deadline published in the College Calendar. In addition, any outstanding debts to the College or University, including library fines, must be paid before the student may register.

The final stage of the registration process is program filing (see below), which must be completed by the deadline published in the College Calendar. If for some extraordinarily compelling reason a student must enroll in less than a full-time program, the written permission of her Class Dean in the Office of the Dean of Studies is required.

## REGISTRATION FOR RESUMED EDUCATION STUDENTS

Resumed Education students are those Barnard students who have been away from the College for five years or more and are returning to complete the A.B. degree requirements and those Barnard graduates who are returning to the College to take additional course work. Resumed Education students are subject to regular registration procedures and deadlines.

## REGISTRATION FOR COLUMBIA UNIVERSITY COURSES

Many courses offered in other divisions of the University are open to qualified Barnard students; those cross-listed in the Barnard Catalogue do not normally need special approval; no undergraduate courses listed in the Columbia College bulletin need special approval unless so indicated in the course description. Other courses not cross-listed in the Barnard Catalogue may require divisional or instructor's approval in addition to the approval of the student's academic adviser. Columbia University courses are entered on the Barnard program; specific instructions are enclosed in the registration packet. The student is expected to have reviewed the course description and prerequisites before consulting an adviser, to determine for herself whether she is eligible to enroll.

Certain Columbia courses are limited in enrollment. Barnard students wishing to register in such courses must take part in the limited-enrollment procedures.

Only students enrolled in the Education Program are eligible to take the Teachers College methods courses cross-listed in the catalogue. All Teachers College courses that are not cross-listed require approval of the Barnard Dean of Studies by submission of an approval form during the first week of the term, and also require payment of Teachers College tuition charges over and above Barnard tuition.

## STUDENT PROGRAMS

### PROGRAM FILING

The list of courses for which the student is registered each semester is known as the student's program.

Each student is required to schedule and attend a program-planning meeting with her adviser before the end of each semester (see College Calendar) and to consider carefully and seriously her selection of courses for the following semester.



During the program-planning period each student files her program for the following semester with the Registrar.

During this period, various departments post sign-up sheets for laboratory courses, sectioned courses, and limited-size courses. A student who wishes to enroll in such a course or courses must enter her name on these sheets to ensure a place for the following semester.

Between registration and the date for program filing a student is required to reach a final decision on the courses she will take for the term. The final program, signed by her academic adviser, is filed at the Office of the Registrar by the published deadline. There is **no refund** issued for courses dropped after the published deadline for program filing, and any part-time program filed after that date will be assessed full tuition.

**Note:** the deadline for submission of programs is separate from, and somewhat later than, the registration deadline (see College Calendar). Programs filed late must be approved by each instructor and the Committee on Programs and Academic Standing, and will be assessed additional fees, which will be posted at the Registrar's Office. A student who is allowed to add a course after the deadline will be liable for tuition charges for the added course as well as the courses on her filed program, even if she also drops a course. A student who neglects to file a program is subject to academic probation.

## ADJUSTMENT OF FEES AND REFUNDS FOR CHANGING PROGRAM OF STUDY

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be refunded the excess only if the alteration of her program is made by September 17 (last day of program filing) in the Autumn term and by January 28 in the Spring term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

## SCHEDULE OF CLASSES AND ROOM ASSIGNMENTS

Class times and room numbers are published in the Schedule of Classes, available during registration. Final information on changes in Barnard-taught courses (class times and rooms) is posted at the Registrar's Office and on the computer network. Disabled students needing wheelchair-accessible classrooms should provide this information to the Registrar during program planning.

## COURSES WITH LIMITED ENROLLMENT

Enrollment in certain courses is strictly limited and students are encouraged to indicate their intent to enroll in those courses well before registration by entering their names on sign-up sheets which are posted outside departmental offices and which list criteria for course enrollment.

## ADDING COURSES

Courses may not be added after the deadline for filing academic programs. Up to that deadline, the student may add courses either on the program form, if she has not already submitted it, or by an Application to Add a Course, available at the Office of the Registrar. Adding a course requires the signature, on either the program or Add form, of the student's adviser.

## DROPPING COURSES

Courses may be dropped by submission of an Application to Drop a Course, available at the Office of the Registrar. The form requires the signature of the student's adviser and

## REGISTRATION

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must be returned to the Office of the Registrar before the deadline published in the College Calendar. Courses dropped by the deadline will not be recorded on the permanent transcript. If withdrawal from a course is approved after the deadline to drop and by the deadline to withdraw, the course will be recorded on the permanent transcript with the notation W (Withdrawal). Action on any course which ends prior to the above dates must be taken before the last class meeting. No adjustment of fees (including any laboratory fees) is made for any course dropped after the deadline for program filing.

### ATTENDANCE

Students are expected to attend classes regularly. Frequent or prolonged absences from classes may cause a student to forfeit the right to complete coursework or to take final examinations. A prolonged or serious illness is considered an excuse for absence only if the student files a statement signed by her physician with the Office of Health Services immediately upon her return to a regular attendance schedule.

### POLICY ON RELIGIOUS HOLIDAYS

It is the policy of Barnard College to respect its members' observances of their major religious holidays. Conflicts with such holidays will normally be avoided in the scheduling of required academic activities and essential services, including registration deadlines that are part of the academic calendar, and final examinations.

In any instance of unforeseen or unavoidable scheduling conflict, student and instructor will work out suitable arrangements for satisfaction of academic requirements; in some instances, consultation with a dean or director may be appropriate. A listing of major religious holidays is distributed before the Autumn term to all faculty and administrators.

### WITHDRAWAL AND READMISSION

A student not subject to discipline for infraction of College rules may withdraw from the College during the semester by submitting a "Notice of Withdrawal" form to the Office of the Dean of Studies with the signature of the parent or guardian before the withdrawal deadline. If the student withdraws during the semester without submitting the proper notification, the term's work is subject to a grade of UW. (For information on partial refund of tuition, see page 27.) A student who plans to withdraw following the completion of a term must also file the appropriate form in the Office of the Dean of Studies. Withdrawals should be discussed with a student's academic adviser and Class Dean in advance of submitting the form. Confirmation of the withdrawal, and procedures and conditions for readmission, will be sent to the student upon receipt of the Intention to Withdraw form.

Readmission of students who have withdrawn from (or been withdrawn by) the College for non-academic reasons, including health or disciplinary reasons, will be considered by the Committee on Evaluation, composed of representatives from the Offices of Student Life, Dean of Studies, Health Services, and Disability Services.

Students who wish to request readmission to the College must submit a letter to the Dean of Studies, with reasons for the request, by April 1 for an Autumn term return and by November 1 for a Spring term return. A Health Services evaluation and recommendation is usually required for Committee consideration.

The Evaluation Committee also meets regularly throughout the academic year to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies available support services both on- and off-campus in order to assist students encountering difficulties. Finally, as



needed, it considers the advisability of a student's withdrawal from the College for non-academic reasons. A description of the Committee and its procedures is available in the offices of the Dean of Studies and the Dean of Student Life.

### EXCEPTIONS TO COLLEGE REGULATIONS

Requests by students for exceptions to college regulations governing the awarding of academic credit and requirements for the degree may be addressed to the Faculty Committee on Programs and Academic Standing. Petition forms are available at the Office of the Registrar and should be returned there. Requests which bear the appropriate signatures of advisers and instructors normally receive consideration within two weeks of their submission.

# EXAMINATIONS

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## LANGUAGE PLACEMENT EXAMINATIONS

The foreign language requirement can be met by completing the required courses at Barnard (for individual languages see departmental curriculum statements), or by a College Entrance Examination Board (CEEB) score of 781 (700 or above in Hebrew), or, for transfer students, by having completed acceptable qualifying language courses.

### **Transfer Students**

A transfer student who has a CEEB score is placed according to that score alone, if she has had no previous college language courses. The determination is made according to the provisions of an established scale (see page 41). A transfer student who has no CEEB score or previous college language courses must, if she wishes to continue with a particular language, take a placement test. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

### **First-Year Students**

First-year students are placed (or exempted) on the basis of their CEEB scores. Those with no scores who wish to continue languages studied in high school take placement examinations. The Class Dean advises all new first-year students of their language requirements.

### **Summer School Language Courses**

Students, other than incoming transfer or first-year students, who take summer language courses and wish exemption or placement in their continuing language studies must take a language placement examination or secure departmental approval to receive degree credit and enter at a higher level.

A student who does not wish to continue with a language in which she has been placed may begin the study of a new language.

Information about Language Placement Examinations is available at the Office of the Registrar; the examination dates are published in the College Calendar. The examinations are evaluated and placement is made by the appropriate departments. Results are posted at the Office of the Registrar.

## OTHER DEPARTMENTAL PLACEMENT EXAMINATIONS

Students may obtain exemption from or placement in certain courses by means of departmental placement examinations (for example, in the Mathematics and Physics departments). Information and applications for the examinations are available in departmental offices, and deadlines are particular to each department.

## MAKE-UP EXAMINATIONS DURING THE TERM

Instructors are not required to give make-up examinations to students absent from previously announced tests during the term. An instructor who is willing to give a make-up test may request a report of illness or acceptable evidence of other extenuating circumstances from the appropriate class dean in the Office of the Dean of Studies.

## FINAL EXAMINATIONS

No class meetings will be held on required reading days as set forth in the College Calendar. The dates for final examinations, given at the end of each term, are published in the College Calendar. Exact times and room numbers for individual examinations are sent to each student and posted on the bulletin board at the Office of the Registrar at least two weeks in advance of final examinations.



Barnard examinations are given under the Honor Code, which states that a student should not ask for, give, or receive help in examinations, nor should she use papers or books in a manner not authorized by the instructor. She should not present work that is not entirely her own except in such a way as may be approved by the instructor. The Honor Code further implies that any student or member of the faculty who has firsthand knowledge of a violation of these rules has an obligation to report it to the Dean of Studies or Honor Board.

A student who wishes to leave the room before the end of the examination period will submit her blue books to the instructor. If a student becomes ill during the course of the examination, she must notify the instructor and go to the College Physician, Brooks Hall, Lower Level. If less than an hour has expired, a grade of DEF will be recorded on the transcript and she will take a deferred examination. If a student remains for more than one hour of a three-hour examination or more than 40 minutes of a two-hour examination, she will be graded on the work she has completed, with the uncompleted work scored as 0.

## DEFERRED FINAL EXAMINATIONS

Deferred final examinations, given in September and January (see College Calendar), are open only to those students who were absent from the regular examinations for reasons of illness or emergency and who have received authorization from their instructors and the Office of the Dean of Studies.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to the Office of the Dean of Studies in person or by telephone on the day of the examination.

Examinations missed in December are to be taken the following January or, in cases of prolonged illness, in September of the same year. Those missed in May are to be taken in September of the same year. If a student absents herself without a compelling and valid excuse from a final or deferred examination, she will receive a grade of zero for that examination. Applications for deferred examinations are filed with the Office of the Registrar. A payment of a \$10 handling fee for each examination must accompany the application.

## EXAMINATIONS FOR STUDENTS WITH DISABILITIES

Individual arrangements can be made for disabled students unable to take examinations in the usual manner. Disabled students are normally expected to take their exams with the rest of the class, with disability-related modifications as needed. Students with disabilities who require nonstandard administration should consult with their instructors and the Director for Disability Services about reasonable accommodations. Students should obtain copies of the Test Accommodations Form in Room 7 Milbank and return them at the beginning of each semester.

# GRADING AND ACADEMIC HONORS

## GRADING SYSTEM

Academic standing and eligibility for graduation are determined by both the number of courses completed and the grades achieved. The system used at Barnard is as follows:

A+, A, A-	Excellent
B+, B, B-	Good
C+, C	Satisfactory
C-, D	Unsatisfactory but passing
F	Failure
P	Passed without a specific grade on student's election of P/D/F option
P*	Passed in a course for which only a grade of P or F is allowed
I	Incomplete
X	Absence from final examination
Y	For the first half of a two-semester course in which the grade for the second semester is the grade for the entire course
W	Approved withdrawal after "drop" deadline
UW	Withdrawal from a course without official notification to Registrar

Pass/Fail grades are recorded for all students in certain courses, e.g., physical education. Pass/Fail grades for individual students are subject to regulations described below.

In the computation of grade point averages, marks for courses are awarded on the following scale:

A+ = 4.3	B+ = 3.3	C+ = 2.3	D = 1.0
A = 4.0	B = 3.0	C = 2.0	F = 0
A- = 3.7	B- = 2.7	C- = 1.7	

In order to be recommended for the degree, a student must maintain a cumulative average of 2.0 (C) for 120 or more points completed with passing grades. At the end of each term all records are examined. Normally only those students who have completed 12 points with cumulative averages of 2.0 or above are permitted to remain in college. Students whose work falls below the cumulative average of 2.0 may be permitted to continue at Barnard with probationary conditions at the discretion of the Committee on Programs and Academic Standing.

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option. Required courses graded D that must be retaken for a higher grade to satisfy requirements for the major or minor will not receive degree credit when repeated.

## GRADE REPORTS

The grade report for the Autumn term is enclosed in the student's registration packet in January. Following the Spring term, a cumulative grade report of all the student's work at Barnard is sent to her home address. Students also have access to their grades through Barnard's web page. The cumulative grade report is an unofficial transcript for which there is no charge. A student may request that her grade reports be sent to her parent(s) or guardian by filing a permission card with the Registrar. Parents who have established their daughter's status as a dependent may receive transcripts of her grades without her consent by writing to the Registrar and enclosing "evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form" (FERPA). If the student wishes additional transcripts, a charge of \$3 per copy will apply (see Transcripts, page 64).



## PASS/D/FAIL OPTION

A student may elect the Pass/D/Fail option by submitting a Request for Pass/D/Fail form to the Office of the Registrar before the absolutely firm deadline published in the College Calendar. The forms are available at the Office of the Registrar about two weeks before the deadline. Under the Pass/D/Fail option the student is held responsible for fulfilling all course requirements. A passing letter grade of A, B, or C reported by the instructor is converted to P by the Office of the Registrar. A grade of D or F is not converted.

Some courses record Pass/Fail grades for all students enrolled, e.g., ENG BC 1202. Of the 120 points required for the degree, a maximum of 21 points of course work may receive a grade of Pass, whether elected or mandated (e.g., English BC 1202). The P/D/F option cannot be elected for First-Year English or any course designated to count toward the major or the minor.

No limitation is placed on the number of Pass grades that may be recorded in a single term, except those rules that apply to Dean's List, to eligibility for financial aid, and to the overall 21-point maximum.

Grades of P are not included in the grade point average. Grades of D or F, whether or not received under the Pass/D/Fail option, are computed. If the total number of points excluded from calculation in the grade point average exceeds 34, a sliding scale requiring higher qualifying averages is used to determine eligibility for general honors at graduation. (Like courses graded Pass, points credited for A. P., baccalaureates, some transfer work, and all summer courses are not calculated in the Barnard grade point average.)

**The request for a course to be graded under the Pass/D/Fail option is irreversible.** Subsequent change to a letter grade will not be allowed, and the option may not be elected retroactively. Information on the grade assigned to a course taken Pass/D/Fail will not be released to the student.

## INCOMPLETES

A student may for compelling reasons request from her instructor an Incomplete by means of written approval on forms available at the Office of the Registrar. The deadline for filing the Application for Incomplete is the last day of the reading period. However, in a course without a final examination, the deadline is the day before the final paper is due if that date precedes the last day of the reading period.

There are two Incomplete options. The "Early Incomplete" option requires submission of unfinished work to the Registrar soon after the end of the term by the date designated in the College Calendar and results in the removal of the "I" notation from the transcript. The second option extends the deadline to the first day of classes for the next Autumn term, but the "I" notation remains on the permanent transcript and is joined by the final letter grade. The full regulations that apply to Incompletes are listed on the Application for Incomplete form available at the Office of the Registrar. A student must have the permission of her instructor to qualify for an Incomplete, and she is required to use the form, which is a written guarantee of the terms set forth in it by the instructor.

## ELIGIBILITY FOR STUDENT GOVERNMENT OFFICES

To be a candidate for election to a student government office, a student must be in good academic standing and free of disciplinary action for at least one year.

# GRADING AND ACADEMIC HONORS

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## ELIGIBILITY FOR INTERCOLLEGIATE ATHLETICS

Any student at Barnard College, Columbia College, or the Columbia School of Engineering and Applied Science who is pursuing the undergraduate program or a combined program toward a first degree is eligible for intercollegiate athletics, provided that certain conditions are met. To be eligible for athletic activities, a student must

- be a candidate for a bachelor's degree;
- be registered for at least 12 points of credit per semester;
- be in satisfactory academic standing;
- have passed by the beginning of the academic year 24 points if in the second year, 52 points if in the third year, or 86 points if in the fourth year;
- have attended the University for not more than eight terms;
- not have completed the requirements for a bachelor's degree.

An eligibility form must be filed with the Director of Athletics. The completed form is sent to the Office of the Registrar, where eligibility is determined by examining the student's record. Questions about eligibility should be referred to the Dean of Studies.

## DEAN'S LIST

The Dean's List, which includes the names of students who deserve special mention for scholarship, is compiled at the end of each academic year. To be eligible, a student must be enrolled at Barnard for both terms and complete at least 12 letter-graded points each term with a minimum grade point average of 3.4 for the academic year. (P-graded points are excluded.) Her grade point average will be based on all her letter grades in the A to F range.

## TRANSCRIPTS

Transcripts are ordered by written request to the transcript assistant in the Office of the Registrar. An official Transcript Request Form is available, but the request may also be made by letter, provided that the letter includes the following: student's name (and her name at Barnard, if different) and Social Security number, dates of attendance at Barnard, purpose of the transcript, number of copies desired, specifications as to whether the transcript should or should not be delayed until the latest semester's grades have been entered, name(s) and address(es) to which the transcript is to be sent, the student's full signature, and a \$3 check or money order for each transcript ordered. Official copies of transcripts (those bearing the seal of the College) can be sent only to academic institutions, business organizations, and government offices. Unofficial copies of transcripts may be sent to the student. All copies of transcripts, official and unofficial, are sent only at the written request of the student, and are subject to the \$3 fee. There is no charge, however, for a transcript sent to a division of the University. Barnard will not send copies of transcripts from other schools; they must be requested directly from the institutions attended.

## HONORS

The Faculty awards honors to students who complete work for the degree with distinction (*cum laude*), with high distinction (*magna cum laude*), and with highest distinction (*summa cum laude*). Students whose records include study at other institutions will be eligible for honors if both the overall and the Barnard grade point averages meet the designated requirements. Grades for summer work prior to 1997 are excluded from the grade point average. Subsequent summer work is included. If the total number of points for summer credit, for courses graded P or P\*, and for transfer grades that do not have



Barnard equivalents exceeds 34 of the 120 points for the degree, the qualifying averages are computed on a sliding scale. Departmental honors are awarded to a small percentage of eligible graduates nominated by their departments for distinguished work in their major fields.

### **PHI BETA KAPPA**

The Barnard section of the Columbia University chapter of Phi Beta Kappa was founded in 1901. Election to the national honor society is a recognition of scholarship, and Barnard students of exceptionally high standing are eligible. Junior election will require a minimum of 86 completed points, and senior election, 102. Students do not apply for membership; they are elected by Barnard faculty members who are themselves members of Phi Beta Kappa.

# COURSES OF INSTRUCTION

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## THE CURRICULUM

The Barnard curriculum consists of 37 departments and programs. At present, 24 departments and 14 interdisciplinary programs offer majors, and students may also elect minors if they wish. All academic programs listed are planned for 1999-2000; their listing in this catalogue is not a guarantee of their availability, and the College may revise its degree requirements from time to time.

## CLASSES

The recommended schedule consists of 15 points each semester, but additional points may be added for compelling educational reasons. Classes vary in size. Those in which student participation is important are small. Introductory courses and classes taught primarily by the lecture method are often divided into smaller groups for conference and discussion. Laboratory work in the sciences is conducted with modern equipment, and computer facilities are available at Barnard.

## COURSES OF INSTRUCTION

Course descriptions will be found in the following pages. Room assignments and all other registration information are published in a separate bulletin and distributed during registration.

**Autumn term courses are followed by an x; Spring term courses are followed by a y.**

Indivisible **Barnard** courses that run throughout the year are marked with a hyphen between the numerals (e.g., Spanish V1101-V1102). No credit is given for work in an indivisible course dropped at mid-year without the written consent of the instructor and department chair and the approval of the Committee on Programs and Academic Standing. The first semester of elementary language, whether taken at Barnard or elsewhere, normally does not receive degree credit unless the second semester is completed. However, a single exception to this rule is allowed upon written request to the Registrar.

Divisible Barnard courses, which run throughout the year, are marked with a comma between the numerals (e.g., Environmental Science BC 1001x, BC 1002y). The first half of such courses may be taken separately. Admission to the second half without completion of the first half is granted only with written permission of the instructor. Certain courses are offered in both Autumn and Spring terms (Economics BC 1001x, BC 1001y) and may be taken in either term.

The following alphabetical prefixes designate the division of the university for whose students the course is primarily offered or indicate joint courses. The aforementioned guidelines regarding hyphens and commas between course numbers for BC courses do not necessarily apply to courses offered by other faculties.

BC – Barnard College

C – Columbia College

F – School of General Studies

G – Graduate School of Arts and Sciences

H – Reid Hall, Paris

R – School of the Arts

V – Joint undergraduate course (Barnard with Columbia College and/or the School of General Studies)

W – Other inter-faculty course

The level of the course is generally as follows:

1000-3999 Undergraduate

4000-4999 Advanced undergraduate and first-year graduate

5000-8999 Graduate, normally not open to undergraduates



This program is supervised by the Committee on American Studies:

**Assistant Professor of History:** Kathryn Johnson (Director)

**Professor of Anthropology:** Nan Rothschild

**Professor of English:** William Sharpe

**Assistant Professors of English:** Jenny Kassanoff, Lisa Gordis

**Professor of History:** Rosalind Rosenberg

**Professor of History:** Robert A. McCaughey

**Professor of Religion:** Randall Balmer

**Professor of Sociology:** Jonathan Rieder

**Assistant Professor of Spanish:** Licia Fiol-Matta

The American Studies Program offers an interdisciplinary major for students who want to study the society and culture(s) of the United States by focusing on a central subject, theme, or set of questions.

## THEMES

In consultation with the program director, each student chooses an adviser from among several departments and works closely with the program director and her adviser to define a thematic concentration within the major. For example, a student might define her concentration as:

*Gender and American Culture*

*The Asian-American Experience*

*Race, Ethnicity, and National Identity*

*Mass Media and Social Change in American Society*

*Culture and Politics in 20th-Century America*

*19th-Century American History and Literature*

*Community in American Society*

Required courses in American history and literature, as well as the junior colloquium and senior seminar, offer a solid foundation for interdisciplinary study.

Prospective majors must see the program director for more information about structuring concentrations and for help in selecting an adviser. The program director can provide examples of possible programs and access to a file of syllabi from American Studies courses in other departments. Both Barnard and Columbia College courses will satisfy major requirements.

## REQUIREMENTS FOR THE MAJOR

The American Studies major requires a minimum of 12 courses:

1. Two-semester sequence *American History Survey*, HIS BC 1051 and 1052. ASH 3002y can substitute for HIS BC 1051. Majors are urged to complete this requirement by the sophomore year. This requirement may be waived for those with scores of 4 (waives one semester) or 5 (waives both semesters) on the Advanced Placement Exam. Those students should substitute upper-level American history courses.
2. One semester of the *American Literature* sequence (ENG BC 3179, 3180, 3181, 3182).
3. Junior Colloquium: *Theories and Methods in American Studies*, AMS BC 3401 (offered only in autumn term).
4. *Senior Seminar* (AMS BC 3703 and 3704). In some cases, a senior seminar sequence in one of the departments may be substituted for AMS BC 3703 and 3704.
5. A set of at least six courses organized around a theme or subject. One of the six courses must be a seminar or colloquium. The program director and adviser must approve both the theme and the set of courses the student selects for the concentration.

No minor is offered in American Studies.

COURSES OF INSTRUCTION

AMERICAN STUDIES

**ASH 3002y**

**Approaches to American Culture: 1607-1865**

An interdisciplinary consideration of early American culture, combining the traditional approaches of literary, historical, environmental, and material-culture studies with the intertextual thrust of the new American Studies. Draws extensively upon resources available electronically and locally throughout New York City. —L. Gordis, R. McCaughey

4 points. Not offered in 1999-2000.

III H

**ASH BC 3401x**

**Colloquium in American Studies: Theories and Methods**

An introduction to the theoretical approaches of American Studies, as well as the methods and materials used in the interdisciplinary study of American society. Through close reading of a variety of texts (e.g., novels, films, essays), we will analyze the creation, maintenance, and transmission of cultural meaning within American society. Topic for Autumn 1999: The American Dream(s). —K. Johnson

4 points.

III S

**AMS BC 3703x, 3704y**

**Senior Seminar**

Individual research on topic related to major thematic concentration and preparation of senior thesis.—Staff  
Enrollment limited to senior majors.

4 points.

**AMS BC 3999x, AMS BC 3999y**

**Independent Research**

—Staff

3 or 4 points.

AMERICAN STUDIES COURSES  
IN OTHER DEPARTMENTS

Students should consult appropriate department listings for complete information about these courses:

**Anthropology**

- V 3038x Ethnicity and Race
- V 3044x Symbolic Anthropology
- V 3070x Archaeology of Cities
- V 3280y Black Nationalism and the Race/Culture Dialogue in the U.S.
- BC 3868x Ethnographic Field Research in New York City
- V 3918x Asian-American Communities
- V 3953y Authorship and the Subject of Modernity
- V 3955y Colloquium: The Ethnographic Imagination
- V 3960y The Culture of Public Art and Display in New York City
- V 3967y U.S. Cultural Formations of the 20th Century
- V 3969x Specters of Culture
- V 3980x Nationalism
- W 4625x Anthropology and Film

**Art History**

- V 3673x History of Photography
- W 3980y Modern Fashion and Visual Culture

**Asian and Middle Eastern Cultures**

- V 3915y Asians in America



**Dance**

BC 1247	Jazz Dance I
BC 2248	Jazz Dance II
BC 3249	Advanced Jazz ( <i>all three required for credit</i> )
BC 2566y	History of Dance: Renaissance to Present
BC 2570y	Dance in New York City
BC 3574x	Contemporary Choreographers and Their Works

**Economics**

BC 2010y	The Economics of Gender
BC 3013x	Economic History of the United States
BC 3019y	Labor Economics

**Education**

BC 2032x	Contemporary Issues in Education
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**Environmental Science**

BC 3023y	The Hudson River Valley Environment
BC 3040x	Environmental Law, Policy, and Decision Making

**English**

BC 3140x Sec. 2	Explorations of Black Literature: 1760-1890
BC 3140y Sec. 2	American Literature and the Supernatural
EWS BC 3144x	Minority Women Writers in the United States
BC 3179x	American Literature to 1800
BC 3180y	American Literature: 1800-1870
BC 3181x	American Literature: 1871-1945
BC 3182 y	American Fiction
BC 3184y	House and Home in American Culture
BC 3185x	Modern British and American Poetry
BC 3195x	Postmodern Literature
BC 3997x Sec. 2	19th-Century American Women Writers
BC 3997x Sec. 6	Slavery: The Women's Experience—Black and White
BC 3998y Sec. 2	The Family in Turn-of-the-Century American Fiction

**French**

BC 3047y	Topics in French and Francophone Culture: Négritude
BC 3048y	Topics in Theory and Literary Criticism: Critical Theory

**History**

BC 1051x	American Civilization to the Civil War
BC 1052y	American Civilization since the Civil War
BC 3068y	America Sports History
BC 3070x	Modern American Social Movements
BC 3082x	American Women in the 20th Century
BC 3084x	American Intellectual History since 1865
BC 3472y	America in the 1950s
BC 3489y	The 14th Amendment and Its Uses
W 4603y	The American Revolution

**Music**

V 3170x	Studying Contemporary Popular Music
V 3470y	Issues in Rock Music and Rock Culture

**Pan-African Studies**

BC 3005x	Introduction to Caribbean Societies
BC 3103y	Comparative Caribbean Women's Literature

**Philosophy**

BC 3720y	Ethics and Medicine
BC 3751x	Political Philosophy
BC 3758x	Philosophy of Education

# AMERICAN STUDIES

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BC 3780x      Philosophy of Law

## Political Science

BC 3001xy      Dynamics of American Politics  
V 3313y      American Urban Politics  
BC 3326x      Civil Rights and Liberties  
BC 3331y      American Political Decision Making  
BC 3335y      Mass Media and American Democracy  
BC 3683y      Colloquium on the Politics of Family  
W 4311x      Parties and Elections  
W 4316x      The American Presidency

## Religion

V 3503y      Religion and American Culture  
V 3755x      African-American Religion  
V 3803      Native American Religions

## Sociology

BC 1003y      Introduction to Sociology  
V 3200x      Gender, Class, and Race  
V 3206x      Race, Culture, and Identity in the Contemporary United States  
V 3217y      Law and Society  
V 3225y      The Sociology of Education  
V 3228x      The Sociology of Medicine  
V 3247y      The Immigrant Experience, Old and New  
BC 3250y      Sociology of Jewish Life in America  
W 3270x      Mass Media/Popular Culture  
V 3324y      Poverty, Inequality, and Policy: A Sociological Perspective  
V 3330x      Asian-American Gender and Sexuality  
V 3350x      Religion and Social Change  
BC 3904y      Music and Society: Calypso and Reggae

## Spanish

BC 3002x Sec. 3      Hispanics in the United States  
BC 3115      Latin-American Culture I  
SPWBC 3204x      Latina Literature

## Urban Studies

V 3525y      20th-Century Urbanization in Comparative Perspective  
V 3545x      Junior Colloquium on Urban Studies: Shaping of the Modern City  
V 3546y      Junior Colloquium on Urban Studies: Contemporary Urban Problems  
V 3910y      The Post-War American City

## Women's Studies

V 1001x      Introduction to Women's and Gender Studies  
V 3111xy      Feminist Texts I: Wollstonecraft to Beauvoir  
V 3112xy      Feminist Texts II: Beauvoir to the Present  
BC 3120x      Lesbian Texts  
V 3121x      Black Women in America  
BC 3130x      Discourses of Desire: Introduction to Gay and Lesbian Studies  
V 3131y      Women and Science  
BC 3136x      Asian-American Women  
V 3311x      Colloquium in Feminist Theory  
V 3312y      Theorizing Women's Activism  
W 4300x Sec.1      The Search for Self—20th-Century U.S. Jewish Writers, Part 1: 1900-1939  
W 4300x Sec.3      Queer Pictures



This program is supervised by the Committee on Ancient Studies:

**Professor of Classics:** Helene Foley (Representative for Barnard)

**Assistant Professor of Classics** (Columbia): Gareth Williams (Representative for Columbia)

**Associate Professor of History** (Columbia): Richard Billows

Ancient Studies is designed to allow the student to explore various aspects of the ancient Mediterranean and Mesopotamian cultures while concentrating on one of these major civilizations. By studying these cultures in several academic disciplines the student will acquire a general knowledge and a context for her area of specialization. At Barnard and in the University a very large number of courses pertaining to antiquity are offered each year, and the program prepares an annual list to aid students in making their selections. This list may be obtained from the Representative for Barnard.

## REQUIREMENTS FOR THE MAJOR

Each student, after consultation with the Representative for Barnard, chooses an adviser whose field is closely related to her own and with whom she will do her senior reading. The programs of all the students are reviewed by the Ancient Studies Committee, in order to maintain control and a sense of collective enterprise.

A total of 36 points are required in the major, including at least four courses in one geographical area or period; courses in at least three departments (to ensure proper interdisciplinary training and experience); the elementary sequence of a relevant ancient language; the appropriate history course; and at least the first semester of *Ancient Studies V 3998*, *V 3999*.

In some cases, a senior seminar in one of the departments may be substituted for *Ancient Studies V 3998*, *V 3999*. Ancient language courses may be used toward the major requirement; however, where a second ancient language is offered, one second-year sequence must be offered for a student to gain credit for the first year.

**No minor is offered in Ancient Studies.**

## COURSES OF INSTRUCTION

**ANC V 3997x, ANC V 3997y**

**Directed Readings in Ancient Studies**

A program of readings in some aspect of Ancient Studies, supervised by an appropriate faculty member chosen from the departments offering Ancient Studies courses. Testing by a series of essays, one long paper, or oral or written examination(s). —Staff

*Permission of the departmental representative required.*

3 points.

**ANC V 3998x, ANC V 3999y**

**Directed Research in Ancient Studies**

A program of research in Ancient Studies. Research paper required. For 3999y, the topic must be submitted to the departmental representative and the appropriate adviser decided upon by November 15 of the semester preceding that in which the student will be enrolled in the course. For 3998x, the corresponding deadline will be April 1 of the semester preceding that in which the student will be enrolled in the course. The student and the departmental representative will request supervision of the research paper from an appropriate faculty member in a department offering Ancient Studies courses. —Staff

*Permission of the departmental representative required.*

3 points.

A list of other relevant courses of instruction in Classics, History, Art History, Architecture, Philosophy, Religion, and Ancient Languages offered in 1999-2000 may be obtained from the Representative for Barnard or on the Classics and Ancient Studies website.

**Professors:** Nan Rothschild (Ann Whitney Olin Professor and Chair), Judith Shapiro (President)

**Assistant Professors:** Bridget Hayden (Visiting), Marco Jacquemet<sup>1</sup>, Brian Larkin, Lesley Sharp

**Mellon Post-doctoral Fellow in the Humanities:** Paul Silverstein

Other officers of the University offering courses listed below:

**Professors:** Alexander Alland, Partha Chatterjee, Myron Cohen, E. Valentine Daniel, Nicholas Dirks, Ralph Holloway, Mahmoud Mandani, Don J. Melnick, Brinkley Messick, Sherry Ortner, Michael Taussig

**Associate Professors:** Elaine Combs-Schilling, Terence D'Altroy, Marilyn Ivy, John Pemberton

**Assistant Professors:** Lee Baker, Marina Cords, Linda Green, Lynn Meskell, Rosalind Morris, Sandhya Shukla

<sup>1</sup> Absent on leave 1999-2000.

Anthropology is the study of the biological and cultural development of the human species and of the variety of human societies and their cultures. The student majoring in this field will acquire an understanding of humans and their ways that is not bound by her own time and culture. In doing so, she will find herself drawing upon the literature of such diverse disciplines as genetics, archaeology, ethnography, linguistics, and the social sciences. Students with a degree in anthropology may undertake graduate and professional study in anthropology. They may also enter upon careers in other fields, such as development, education, government, journalism, labor organization, law, medicine, or social work administration, where the value of a training in anthropology is becoming increasingly recognized. The practical and applied dimensions of anthropology have increased significantly in recent years, and the profession attempts to serve many non-academic needs both in American society and in international organizations.

Several major museums and libraries in New York City offer exceptional opportunities for research. Various summer schools provide opportunities for research in archaeology and ethnography and, under certain circumstances, such work may be credited toward the Barnard degree. Students interested in cultural anthropology are encouraged, whenever possible, to conduct research in the New York area, or, during their summer vacations, in other localities.

All courses, except those limited to majors, satisfy the College's distribution requirements. Courses listed as W 4000 are open to majors, non-majors, and interested graduate students.

The department also cooperates with related programs such as American Studies, Foreign Area Studies, Pan-African Studies, Urban Studies, and Women's Studies, and with other departments offering, as an option to their majors, a four-course cluster in Anthropology. Arrangements for combined, double, joint, and special majors are made in consultation with the chair.

## REQUIREMENTS FOR THE MAJOR

Every major is urged to acquire a general knowledge of three of the four fields of anthropology (cultural and physical anthropology, archaeology, and anthropological linguistics) and of their interrelationship. To this end, the student's program should be designed in consultation with her adviser as soon as possible after the declaration of the major. Continuing and frequent meetings with the adviser are encouraged.

Ten courses are required for the major, including:

ANT V 1002 *The Interpretation of Culture*  
and two of the following:

ANT V 1007 *The Origins of Human Society*

ANT V 1008 *The Rise of Civilization*



ANT V 1009 *Introduction to Language and Culture*

ANT V 1010 *The Human Species: Its Place in Nature*

plus:

ANT V 3011 *Living in Society: Social Relations*

ANT V 3041 *Theories of Culture: Past and Present*

and

BC 3871x-BC 3872y *Problems in Anthropological Research*

plus at least three other courses of the student's own choosing.

In consultation with advisers, programs will be designed to reflect the students' interests and plans—whether they intend to go on to graduate studies in anthropology, or expect to enter other fields.

It is strongly recommended that students who plan to major in socio-cultural anthropology take BC 3868y (*Ethnographic Field Research in New York City*) **before their senior year**. Many seniors choose to incorporate a fieldwork component in their thesis research and having some experience of field methods is extremely important. Those interested in other subdisciplines may wish to take this or another “methods” course and should consult their advisers.

### Senior Essay

All students majoring in Anthropology are required to submit an essay of substantial length and scholarly depth. Such a paper will usually be written during the course of the Senior Seminar or, under special circumstances and with department approval, in one or two semesters of BC 3999x, y *Individual Projects*.

### Double Majors

Students doing a double major in Anthropology and another subject are required to register for a least one semester of BC 3871-BC 3872.

## REQUIREMENTS FOR THE MINOR

The minor consists of five courses: ANT V 1002; one of the following: V 1007, V 1008, V 1009, or V 1010; plus three other Anthropology courses selected in consultation with the chair.

Pre-law and premedical students who wish to minor in anthropology should seek the advice and approval of the department chair.

## COURSES OF INSTRUCTION

### GENERAL COURSES

ANT V 1002x,y

#### The Interpretation of Culture

The anthropological approach to the study of culture and human society. Using case studies from ethnography, the course explores the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies.

3 points.

I S

ANT V 1007x

#### The Origins of Human Society

An archeological perspective on the earliest forms of human culture in the prehistoric past. Topics include: hominids sharing food; people living in a variety of environments whose economies range from foraging to early agriculture; and the origins of sedentism and social complexity. —N. Rothschild

3 points.

I S

ANT V 1008y

#### The Rise of Civilization

The rise of major civilizations in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic

empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, Mesoamerica, and Andean South America. —T. D'Altroy  
3 points. I S

**ANT V 1009x**  
**Introduction to Language and Culture**  
3 points. Not offered in 1999-2000. I S

**ANT V 1010x**  
**The Human Species: Its Place in Nature**

Designed to acquaint students with a variety of scientific disciplines through the investigation of human evolution—specifically, Darwin's theory of evolution; Mendel's principles of inheritance; major patterns of organic evolution; primate behavior, ecology, and evolution; and the fossil remains and trends in human evolution. —J. Shapiro  
3 points. S

**ANT V 1011y**  
**Behavioral Biology of the Living Primates**

Study of non-human primate behavior from the perspective of phylogeny, adaptation, physiology and anatomy, and life history. Focuses on the four main problems primates face: finding appropriate food, avoiding being eaten themselves, reproducing in the face of competition, and dealing with social partners. —M. Cords  
Prerequisite: V 1010.  
3 points. S

**ANT V 1015y**  
**Multiculturalism: Ways of Looking at Other Cultures**  
3 points. Not offered in 1999-2000. I S

**Linguistics LIN V 1101x, y**  
**Introduction to Linguistics**  
See Linguistics listing.

## TOPICAL COURSES

**ANT V 3005y**  
**Societies and Cultures of Africa**  
3 points. Not offered in 1999-2000. II S

**ANT V 3009y**  
**Peoples and Cultures of North Africa and the Middle East**

Addresses diversity and commonality in the construction of political authority, gender, and justice in the Islamic world, focusing particularly on the cases of Egypt and Morocco. Using Foucault, analyzes how power makes itself convincing and where some of power's frailty lies. Includes discussions of political authority and gender in early Islam, the global economy and polity of the 1100s–1300s, orientalism, colonialism, and post-colonial hybrids of the late 20th century. —E. Combs-Schilling  
3 points. II S

**ANT V 3011x**  
**Living in Society: Social Relations**

Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both literate and non-literate societies will be discussed in the context of anthropological fieldwork methods. —B. Larkin  
Prerequisite: An introductory anthropology course.  
3 points. I S



<b>ANT V 3014x</b> <b>Societies and Cultures of East Asia</b> 3 points.    Not offered in 1999-2000.	II S
<b>ANT V 3015y</b> <b>Chinese Society and Culture</b> 3 points.    Not offered in 1999-2000.	II S
<b>ANT V 3021x</b> <b>Sex Roles in Cross-cultural Perspective</b> 3 points.    Not offered in 1999-2000.	I S
<b>ANT V 3024y</b> <b>Africa and Modernity: A Changing Continent</b> 3 points.    Not offered in 1999-2000.	II S
<b>ANT V 3031x</b> <b>Scientific Reasoning and Archaeology</b> 3 points.    Not offered in 1999-2000.	S
<b>ANT V 3035y</b> <b>Popular Religion in Chinese Society</b> Chinese popular religion and ritual during the late traditional period and under the impact of political and social change during modern times. Popular beliefs and practices concerning the cosmos, the gods, and the ancestors; the role in popular religion of the institutions of Buddhism, Taoism, and the Imperial State Cult; popular religion, social change, and the modern assault on “superstition.” —M. Cohen 3 points.	II S
<b>ANT V 3036x</b> <b>Peasant Societies</b> 3 points.    Not offered in 1999-2000.	I S
<b>ANT V 3038x</b> <b>Ethnicity and Race</b> Analysis and comparison of ethnic and race relations on the context of social change and historical transformation with particular reference to the United States, Europe, Africa, and Asia. —Instructor TBA 3 points.	I S
<b>Anthropology-Women’s Studies ANW V 3039x</b> <b>Women in Third World Development</b> Comparison of women’s social and economic roles in both traditional and modernizing societies. Women’s roles in the family, community, and class structure will be discussed through a detailed examination of a series of ethnographies. <i>Prerequisite: An introductory Anthropology or Women’s Studies course, or permission of the instructor.</i> 3 points.	I S
<b>ANT V 3041y</b> <b>Theories of Culture: Past and Present</b> Intellectual currents contributing to the development of anthropology as a discipline. Theoretical writings of the anthropological ancestors as well as those of current practitioners will be considered. —L. Sharp 3 points.	I S
<b>ANT V 3044x</b> <b>Symbolic Anthropology</b> An exploration of the manner in which various anthropologists have constructed “culture” as being constituted of a set of conventional signs called “symbols” and the consequences of such a construal. Among the authors read are the anthropologists Valentine Daniel, Mary Douglas, Clifford Geertz, Claude Levi-Strauss, Sherry Ortner, David Schneider, Margaret Tr�awick, and Victor Turner; the social	

ANTHROPOLOGY

theorists Emile Durkheim, Karl Marx, and Max Weber; the semioticians Ferdinand de Saussure and Charles Peirce; and the psychoanalysts Sigmund Freud and Jacques Lacan. —V. Daniel	
3 points.	I S
<b>ANT V 3055x</b>	
<b>Strategy of Archaeology</b>	
3 points. Not offered in 1999-2000.	I S
<b>ANT V 3068y</b>	
<b>Myths, Sagas, and Cultures of the Far North</b>	
3 points.	III S
<b>ANT V 3070y</b>	
<b>The Study of Cities: An Archaeological Perspective</b>	
A consideration of cities from several points of view: a developmental and comparative perspective, looking at urban origins. Focus on New York City from its inception to the present, examining its spatially defined subunits ("neighborhoods"), structured by class and ethnicity. —N. Rothschild	
3 points.	I S
<b>ANT V 3117y</b>	
<b>Latin America: Peoples, Cultures, Issues</b>	
4 points.	III S
<b>ANT BC 3142x, y</b>	
<b>Colloquium: Current Anthropological Theory</b>	
Intensive analysis of selected theoretical approaches and issues in anthropology.	
Enrollment limited to 16 students.	I S
<b>x: Male and Female: Cultural Constructions of Gender</b>	
An examination of male and female perspectives as they affect analysis of social structure, symbolism, and political authority.	
4 points.	I S
<b>y: Interpretation and Explanation in Anthropology</b>	
An examination of the different understandings, interpretations, and explanations which have been offered in anthropological theory and research over the past decade.	
4 points.	I S
<b>ANT V 3160y</b>	
<b>The Body and Society</b>	
An introduction to medical anthropology, whose purpose is to explore health, affliction, and healing cross-culturally. Theory and methods from other fields will be drawn on to address critiques of biomedical, epidemiological, and other models of disease; the roles of healers in different societies; and different conceptions of the body and health. —L. Green	
3 points.	I S
<b>ANT W 3201y</b>	
<b>Introductory Survey of Biological Anthropology</b>	
Prerequisite: V 3201 or permission of the instructor.	
4 points. Not offered in 1999-2000.	S
<b>ANT W 3204x</b>	
<b>Dynamics of Human Evolution</b>	
Seminar focusing on recent advances in the study of human evolution. Topics include recent fossil discoveries, changing views of human evolution, early hominid social behavior, evolutionary theory, and sociobiology. —J. Shapiro	
Prerequisite: V 3201 or permission of the instructor.	
4 points.	S



<p><b>ANT V 3250x</b>  <b>Aztecs, Mayas, and the Mesoamerican Past</b>  3 points.     <i>Not offered in 1999-2000.</i></p>	III S
<p><b>ANT V 3280y</b>  <b>Black Nationalism and the Race/Culture Dialogue in the U.S.</b>  3 points.</p>	I S
<p><b>ANT V 3320y</b>  <b>Culture, Tourism, and Development</b>  3 points.     <i>Not offered in 1999-2000.</i></p>	I S
<p><b>ANT V 3400x</b>  <b>Patterns of Human Mobility</b>  3 points.     <i>Not offered in 1999-2000.</i></p>	I S
<p><b>ANT V 3405x</b>  <b>History and Time in Anthropology</b>  3 points.</p>	S
<p><b>ANT V 3460y</b>  <b>Gender and Ethnographic Representation</b>  3 points.     <i>Not offered in 1999-2000.</i></p>	S
<p><b>ANT V 3700x</b>  <b>Colloquium: Anthropological Research Problems in Complex Societies</b>  4 points.     <i>Not offered in 1999-2000.</i></p>	I S
<p><b>ANT BC 3868y</b>  <b>Ethnographic Field Research in New York City</b>  A seminar-workshop on field research in New York City. Exploration of anthropological field research methods followed by supervised individual field research on selected topics in urban settings. —L. Sharp  <i>Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor.</i>  4 points.</p>	III S
<p><b>ANT V 3910x</b>  <b>Colloquium: Peasant Societies and Their Transformation</b>  Anthropological and historical perspectives on peasant societies of France and China. The characteristics of the traditional peasant societies of both countries and their transformations in modern times. —M. Cohen, I. Woloch  4 points.</p>	I S
<p><b>ANT V 3913x</b>  <b>Reading Ethnography: Mainland Southeast Asia</b>  An introduction to the breadth and history of ethnography in Southeast Asia, including Burma, Thailand, and Vietnam. Readings include such classics as Edmund Leach's <i>Political Systems of Highland Burma</i>, to the historical ethnographic work of Thai authors like Thongchai Winichakul. The French colonial writing on Vietnam and the emergence of a post-war renaissance in Vietnamese studies gives insights into the changing social and historical formations of Southeast Asia during and after the period of colonial rule and permits a critical conversation about the nature of ethnographic inscription. —R. Morris  <i>Intended to satisfy the requirements for the major.</i>  4 points.</p>	II S
<p><b>ANT V 3918x</b>  <b>Asian-American Communities</b>  An introduction to the cultural experiences of Asians in the United States from the middle of the 19th century to the present. It questions the nature of the terms of identity and nationality that "Asian" and "American" have presupposed, and explores various forms of community: ethnic, geographic, and, in</p>	

some cases, virtual. It employs an interdisciplinary approach to these issues and considers social history, oral testimony, photography, literature, film, and music as keys to a broader understanding of "culture."

—S. Shukla

4 points.

II S

## ANT V 3920x

### Economy and Society in Prehistory

*Introduction to archaeology or permission of the instructor required. Enrollment limited to 15 students.*

4 points. Not offered in 1999-2000.

I

## ANT V 3922x

### Colloquium: The Emergence of State Society

Examines the major theories for the formation of the world's earliest state societies that have been proposed since the mid-19th century. The theories range from early models of unilinear evolution to explanations based on socioeconomic or environmental prime movers, to recent multivariate, systematic, information management, culturalist, and ideological approaches. —T. D'Altroy

4 points.

III S

## ANT V 3929x

### Colloquium: Legacy of Power and Violence—Central America in Anthropological Perspective

An exploration of the nature of power, violence, and domination and their expression in Central America, the role anthropology has played and plays in representing the other, and the active and passive ways the subaltern classes respond and resist oppression and repression. —L. Green

*Enrollment limited.*

4 points.

S

## ANT V 3930x

### Archaeological Perspective on Cultural Evolution

4 points. Not offered in 1999-2000.

I S

## ANT V 3931y

### Social Life in Ancient Egypt

Taking the life cycle as its structure, these lectures examine the Egyptian life course from conception to death and burial. Also considers identity issues such as age, sex, ethnicity, status, sexuality, and life experience, drawing on the influences of social theory to interpret the Egyptian data. —L. Mesckell

4 points.

II S

## ANT V 3933x

### Arabia Imagined

Arabia, of Qur'anic revelations and the sacred precincts, site of the Islamic pilgrimage and direction of Muslim prayer. Arabia, of the Queen of Sheba and the narrations of the *Thousand and One Nights*. Arabia, desert of tribal poets, intrepid travelers, and of Lawrence; of the Wahhabis, petroleum, and the peninsular novel. Where, in this field of unusual significances and remarkable stories, may an anthropology of Arabia be located? Addresses such phenomenon as Islam, tribe, and gender. —B. Messick

*Seminar with research paper.*

4 points.

II S

## ANT V 3936x

### Madness and Civilization: Cross-cultural Perspectives

*Prerequisite: One course in ANT. Limited to 20 students.*

4 points. Not offered in 1999-2000.

I S

## ANT V 3937y

### Mass-Mediated Cultures

4 points. Not offered in 1999-2000.

S

## ANT V 3938x

### Colloquium: Culture and Performance

4 points. Not offered in 1999-2000.

S



**ANT V 3939x****Millennial Futures: Mass Culture and Japan**

Addresses mass culture and its relationship with Japan at the end of the century, as it anticipates the continuation of millennial anxieties and fantasies into the 21st century. With one of the most developed mass-mediated formations in the world, Japan becomes a compelling instance of late modernity, non-western, yet not. With ethnographic sensibilities, approaches such thematic domains as everyday orderliness, criminality and terror, gender and sexuality, and money and consumption through the media of print, video, film, sound recordings, and photography. Theoretical works in mass cultural criticism and Japan-specific readings are paired with weekly seminar discussions. —M. Ivy  
4 points. II S

**ANT V 3940x****Current Controversies in Primate Behavior and Ecology**

—M. Cords

*Enrollment limited. Prerequisite: V1010, V3201, or permission of the instructor.*

4 points. S

**ANT V 3942x****Anthropological Study of Ritual**

4 points. Not offered in 1999-2000. I S

**ANT V 3945x****Colloquium: Colonialism and the Family in Africa**

4 points. Not offered in 1999-2000. II S

**ANT V 3946y****African Popular Culture**

How are the realities of colonial and post-colonial African life expressed through the hybrid and vibrant world of African popular culture? Views popular culture as an arena of improvisation where formal structures of politics and culture are reinvented and reimagined in forms of expressive culture. —B. Larkin  
*Instructor's permission required. Limited to 15 students.*

4 points. II S

**ANT V 3949y****Sorcery and Magic**

Considers philosophical, aesthetic, and political aspects of sorcery in contemporary and historical settings. Also considers the implications of postmodernism for anthropological theorizing as itself a form of sorcery. —M. Taussig

*Limited enrollment of 12.*

4 points. II S

**ANT V 3952y****Taboo and Transgression**

—M. Taussig

4 points. II S

**ANT V 3953y****Authorship and the Subject of Modernity**

Comparative historical literature considers the emergence of the author as a category of modern subjectivity, distinct from that of the copyist. Paying attention to the development of prose forms and new technologies of inscription, the course looks at the different histories of writing and authorship that might be produced for Southeast Asia, according to the colonial relations within which these literatures emerged (i.e., contrasting Thailand, a nation not formally colonized, with Indonesia and/or Burma, and contrasting those in which national vernacular languages were sustained and those displaced by *linguae francae*). —R. Morris

*Prerequisites: Permission of the instructor and at least one course in the ethnography of East or Southeast Asia, and/or one course in translation theory. Limited enrollment 12.*

4 points. II S

## ANT V 3955y

### Colloquium: The Ethnographic Imagination

Social structure, symbolic, historical, and critical turns in anthropological writing. Exploration of the way cultural theory, representation, and exotic display developed in the ethnographic tradition from World War II to the present. —A. Ghosh

4 points.

S

## ANT V 3958y

### Crossing Borders: An Anthropology of Transnational Migration

*Prerequisite:* Majors/concentrators or permission of the instructor.

4 points. Not offered in 1999-2000.

I S

## ANT V 3960y

### The Culture of Public Art and Display in NYC

A field course and seminar considering the aesthetic, political, and sociocultural aspects of selected city museums, public spaces, and window displays. —A. Alland

4 points.

I S

## ANT V 3965y

### Colloquium: 20th-Century Cultural Theory

4 points. Not offered in 1999-2000.

S

## ANT V 3967y

### U.S. Cultural Formations of the 20th Century

Considers themes in the cultural history of the late 19th and 20th centuries until the present. It employs an interdisciplinary approach to a study of how ideas about race, class, and gender have shaped what has come to be known as American culture. —S. Shukla

4 points.

I S

## ANT V 3969y

### Specters of Culture

Pursues the spectral effects of culture in the modern. Through a consideration of anthropologically significant, primarily non-western sites and various domains of social creation—performance, ritual practice, narrative production, technological invention—traces the ghostly remainders of cultural machineries, circuitries of voice, and representational forms crucial to modern discourse networks. —J. Pemberton

4 points.

I S

## ANT V 3970x

### Biological Basis of Human Variation

An examination of the biological data for modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically. —R. Holloway

*Prerequisites:* ANT V 1010 and instructor's permission.

4 points.

S

## ANT V 3980x

### Nationalism

Covers the basic readings in the contemporary debate over nationalism and different disciplinary approaches and looks at recent studies of nationalism in the formerly colonial world as well as in the industrial West. The readings offer a mix of both theoretical and empirical studies, including the following: Eric Hobsbawm: *Nationalism since 1700*; Ernest Gillner: *Nations and Nationalism*; Benedict Anderson: *Imagined Communities*; Antony Smith: *The Ethic Origins of Nations*; Linda Coley: *Britons*; Peter Sahlin: *Boundaries*; and Partha Chatterjee: *The Nation and Its Fragments*. —P. Chatterjee

4 points.

I S

## ANT V 3987y

### Communicative Practices of Difference

*Prerequisites:* ANT V 1009 or permission of the instructor

4 points. Not offered in 1999-2000.

II S



<b>ANT W 2002y</b> <b>Environmental and Evolutionary Biology II Organisms to Communities</b> —M. Cords, D. Melnick 3 points. <i>Not offered in 1999-2000.</i>	S
<b>ANT W 4005x</b> <b>Ethnoscapes of Mediterranean Europe</b> <i>Prerequisite: ANT V 1002 or permission of instructor.</i> 3 points. <i>Not offered in 1999-2000.</i>	III S
<b>ANT W 4114x</b> <b>The Anthropology of Religious Beliefs and Practices</b> 3 points. <i>Not offered in 1999-2000.</i>	I S
<b>ANT W 4150x</b> <b>Ethnology of Native Americans</b> 3 points. <i>Not offered in 1999-2000.</i>	III S
<b>ANT W 4187x</b> <b>Ethnography of Rural South Asia</b> 3 points. <i>Not offered in 1999-2000.</i>	II S
<b>ANT W 4230x</b> <b>Food and Society</b> 3 points. <i>Not offered in 1999-2000.</i>	I S
<b>ANT W 4344x</b> <b>Inka Empire</b> —T. D'Altroy 3 points. <i>Not offered in 1999-2000.</i>	S
<b>ANT W 4346y</b> <b>Lab Techniques in Archaeology</b> 3 points. <i>Not offered in 1999-2000.</i>	
<b>ANT W 4440y</b> <b>Conflict Talk and the Legal Process</b> 3 points. <i>Not offered in 1999-2000.</i>	I S
<b>ANT W 4444x</b> <b>Culture of Terror: Anthropological Perspective on Political Violence</b> 3 points. <i>Not offered in 1999-2000.</i>	
<b>ANT W 4625x</b> <b>Anthropology and Film</b> Use of film by anthropologists as a means of documentation of culturally patterned behavior and as a research tool. Films will also be analyzed as cultural texts. —B. Larkin 3 points.	I S
<b>ANT W 4638</b> <b>Anthropology of Media</b> 4 points. <i>Not offered in 1999-2000.</i>	I S
<b>ANT W 4640x</b> <b>Indigenous Peoples and the State</b> 3 points. <i>Not offered in 1999-2000.</i>	I S

**AAS V 3915y**  
**Asians in America**

An exploration of the issues entailed in the construction of contemporary Asian-American identities, communities, and cultures, using frameworks developed by anthropologists. Particular attention will be paid to how Asian-American groups represent themselves and how they get placed in the complex hierarchies of American race, ethnicity, gender, and class. —Instructor TBA  
*Priority given to senior and junior Anthropology and Asian Studies majors.*  
*4 points.*

I S

**COURSES FOR MAJORS**

**ANT BC 3871x-3872y**  
**Senior Seminar: Problems in Anthropological Research**

Discussion of research methods and planning and writing of a Senior Essay will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester. —Staff  
*4 points.*

**ANT BC 3999x, y**  
**Individual Projects**

Research projects are planned in consultation with members of the department and work is supervised by the major's adviser. —Staff  
*Permission of the department required.*  
*4 points.*

**GRADUATE COURSES**

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.



**Senior Lecturer:** Karen Fairbanks (*Director*)

**Adjunct Assistant Professors:** Maria Gray, Alicia Imperiale, Celia Imrey, Lauren Kogod, Yumi Kori, Paul Lewis, Joeb Moore, Taeg Nishimoto, Madeline Schwartzman, David Smiley, Suzanne Stephens, Michael Webb

Architecture majors experience and investigate the central aspects of the field. The major provides an inclusive program offering opportunities to explore historical and contemporary relationships among physical, social, and cultural forms and environmental contexts.

There are two tracks to the architecture major: the first, while incorporating lectures, seminars, and scholarly research, is more strongly studio based and is recommended for the student who thinks she will continue to do graduate work in architecture or design; the second, while incorporating studio components, is geared toward the history and theory of architecture and is more strongly allied with the Art History department.

Students considering an Architecture major or minor should consult with the adviser before sophomore registration to develop the most appropriate sequence of studio and lecture courses. Those interested in graduate study in architecture should consult with the adviser in their junior year concerning their programs.

## REQUIREMENTS FOR THE STUDIO MAJOR

The studio major in Architecture is required to complete 14 courses:

Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors, seniors, and juniors):

ARC V 3103	<i>Architectural Representation: Perception</i>
ARC V 3101	<i>Architectural Representation: Abstraction</i>
ARC V 3201, V 3202	<i>Architectural Design I and II</i>

Five lecture courses from the following list:\*

ARC V	3117	<i>Perceptions of Architecture</i>
ARH C	3001	<i>Introduction to Architecture</i>
ARH V	3080	<i>Pre-Columbian Art &amp; Architecture</i>
ARH V	3248	<i>Greek Art and Architecture</i>
ARH V	3250	<i>Roman Art and Architecture</i>
ARC A	6730	<i>American Architecture before 1876</i>
ARC A	4341	<i>American Architecture 1876-1976</i>
ARH W	3645	<i>Twentieth-Century Architecture and City Planning</i>
ARH W	4000	<i>Nineteenth-Century Paris: Architecture, Urbanism, Art, and Visual Culture</i>
ARH W	3833	<i>Architecture 1750-1890</i>
ARH W	4443	<i>Baroque and Rococo Architecture 1600-1750</i>
ARH W	4590	<i>Nineteenth-Century French Architecture</i>

Two Seminars to be taken in the junior or senior year:\*

ARC V	3901x, y	<i>Senior Seminar</i>
ARC V	3443	<i>Principles of Japanese Architecture</i>

Three cluster courses are required, chosen in consultation with the adviser from an area of study related to architecture, such as Anthropology, Art History, Economics, Environmental Science, Geography, History, Philosophy, Physics, Political Science, Psychology, Sociology, Theatre, Urban Studies, or Studio Art.

\*Each semester there are other applicable courses scheduled at the University that can be taken upon approval of the adviser. For the description of these courses, consult the listings of other departments.

# ARCHITECTURE

## REQUIREMENTS FOR THE HISTORY AND THEORY OF ARCHITECTURE MAJOR

The History and Theory of Architecture major is required to complete 15 courses, plus a senior thesis.

Two studio courses, to be taken one per semester:

ARC V	3103	<i>Architectural Representation: Perception</i>
ARC V	3101	<i>Architectural Representation: Abstraction</i>

Seven lecture courses:

Three architecture lectures (see Lecture List and Note under Studio Major).

One of these must be ARC V 3117 Perceptions of Architecture.

Four Art History lectures above and beyond the prior three. Two of these must be ARH BC 1001, 1002 *Introduction to History of Art*.

Three seminars to be taken in the junior or senior year. Two should be in Architecture (see Seminar List and Note under Studio Major), one in Art History.

Three cluster courses in an area of study related to Architecture (Art History or other; see description under Studio Major).

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

Students who wish to continue in graduate studies in Architecture for a professional degree are also advised to take:

ARC V	3211	<i>Architectural Design III</i>
Physics V	1003	<i>General Physics</i>
Mathematics V	1100	<i>Brief Calculus</i>

**Note:** All courses require departmental approval.

## REQUIREMENTS FOR THE MINOR

The minor in Architecture consists of five courses, including V 3101 or V 3103, three history/theory courses, and a fifth course to be chosen in consultation with the adviser.

## COURSES OF INSTRUCTION

### ARC V 3117y

#### Perceptions of Architecture

Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. —D. Smiley

*Designed for but not limited to sophomores; enrollment beyond 20 at the discretion of the instructor.*

3 points.

I H

### ARC V 3312y

#### Special Topics in Architecture

An examination of special topics in architecture and related disciplines. May be repeated for credit, provided the topic changes. —Instructor TBA

3 points.

### ARC V 3443x

#### Principles of Japanese Architecture

Introduction to principles of traditional Japanese architecture and its relationship to other aspects of Japanese culture and society. Explores connections between traditional and modern Japanese society. —Instructor TBA

*Enrollment limited to 15.*

4 points.

II H



**ARC V 3901x, y**  
**Senior Seminar**

Readings, individual class presentations, and written reports. —J. Moore, L. Kogod, S. Stephens  
*Priority to architecture majors. Limited to 15.*  
*3 points.*

**STUDIO COURSES**

**ARC V 3101x, y**  
**Architectural Representation: Abstraction**

Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representation through architectural drawing and model-making. —M. Schwartzman, P. Lewis, C. Imrey  
*Students work in a studio environment. Recommended to be taken in the sophomore year.*  
*Limited to 16 per section.*  
*3 points.*

**ARC V 3103x, y**  
**Architectural Representation: Perception**

Introduction to design through studies in perception and visualization. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. —M. Schwartzman, P. Lewis, M. Gray  
*Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 16 per section.*  
*3 points.*

**ARC V 3201x**  
**Architectural Design I**

Workshop introduction to architectural design: fundamental explorations of space and form through design exercises requiring drawings and models. Studio work, lectures, discussions, and written analysis. —K. Fairbanks and staff  
*Prerequisites: V 3101 and V 3103. Limited to majors.*  
*4 points.*

**ARC V 3202y**  
**Architectural Design II**

Workshop continuation of Course V 3201. Field trips and lectures organized in relationship to the studio exercises. —K. Fairbanks, J. Moore, and staff  
*Prerequisite: V 3201. Limited to majors.*  
*4 points.*

**ARC V 3211x**  
**Architectural Design III**

Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. —J. Moore and staff  
*Prerequisites: V 3202 and permission of the program director. Enrollment limited as space permits.*  
*4 points.*

**ARC V 3920y**  
**Critical Analysis of Architectural Representation**

Readings and discussions on representation and representational systems in modern architecture, in conjunction with production of Barnard/Columbia architecture students' publication ONSITE. —T. Hickey  
*Prerequisite: Architectural Design I. Limited to 10 students.*  
*1.5 points.*

**ARC V 3997x, 3998y**  
**Independent Study**

*Prerequisite: permission of program director in the semester prior to that of independent study.*  
 —K. Fairbanks and staff  
*2-4 points.*

**Professors:** Benjamin Buchloh (Chair), Natalie B. Kampen (Women's Studies), Keith Moxey (Acting Chair, Autumn)

**Assistant Professor:** Margaret Werth

**Adjunct Professor:** Maryan Ainsworth

**Senior Lecturer:** Joan Snitzer

**Associate:** Ann McCoy

Other officers of the University offering courses listed below:

**Professors:** James Beck, Richard Brilliant, Joseph Connors, David Freedberg, Rosalind Krauss, Robin Middleton, Stephen Murray, Esther Pasztor, Theodore Reff, David Rosand, Allen Staley

**Associate Professors:** Hilary Ballon, Barry Bergdoll, Jonathan Crary, Thomas Dale

Art History, which is devoted to the study of the visual arts, is one of the broadest of the humanistic disciplines. It is concerned not only with the nature of works of art—their form, style, and content—but also with the social, political, and cultural circumstances that shape them. The introductory-level courses aim at developing in students a lifelong understanding and appreciation of works of art. The rest of the curriculum is geared to preparing majors either for graduate study leading to careers in university teaching and museums, or for positions in the art world, galleries, publication, criticism, the visual media, art consultation, conservation, and the like. These courses also provide opportunities for correlated learning to students in other fields. The department, fortunate to be located in New York City, one of the world's great art centers, takes full advantage of the rich resources of the city's museums and galleries in its course of study.

## REQUIREMENTS FOR THE MAJOR

The department offers both a major in the History of Art and a major in Art History with a concentration in the Visual Arts. In each case the student chooses a faculty adviser who assists her in planning a program incorporating personal interests while meeting departmental requirements.

A minimum of ten Art History courses is required for the major, including:

**1. Art History BC 1001, 1002** is strongly suggested as an introduction to the field and a prerequisite to upper-level courses. Each semester of BC 1001, 1002 counts as an elective toward fulfillment of the ten-course requirement, but neither this nor any other broad survey can be substituted for a course in one of the five major areas below. Courses in film are accepted as part of the major; studio courses are not.

**2. At least five courses distributed among the following areas:**

**European** (some if not all): Ancient, Medieval, Renaissance, Baroque, and Modern.

**Non-European** (at least one course): Chinese, Japanese, Indian, African, Meso-American, and Native American. The program must include at least one European course and at least one non-European course. No more than one course from each period or area may be counted toward the five-course requirement.

**3. Two seminars** (may be drawn from any area or period and may be counted to satisfy distribution requirements above.)

**4. ARH BC 3970 *Methods and Theories of Art History*** (may not be substituted for either of the two required seminars specified above.)

**5. Senior Research Seminar:** Effective 1999-2000, all seniors will write the senior thesis (approx. 30–50 pages), as part of the two-semester Senior Research Seminar. Students will develop, research, and write their thesis project in consultation with an individual faculty member in Art History. They will also attend and participate in group seminars convened



eight times during the academic year in which all students will present their work. The Senior Thesis Seminar may not be used to fulfill the seminar requirements. Students who plan to study abroad during their senior year and those who expect to graduate early must begin the Senior Research Seminar sequence in the second semester of the junior year.

Recommended: One or two studio courses should be taken by Art History students.

Students who plan to undertake graduate work should acquire a reading knowledge of at least two foreign languages in which the major contributions to the history of art have been made. Most graduate schools require a reading knowledge of French, German, or Italian. The department strongly recommends a student's taking one of these languages while at Barnard.

### **Requirements for the major in Art History with concentration in the Visual Arts:**

Seven Art History courses, including:

- BC 1001, 1002 *Introduction to the History of Art*
- An advanced seminar in art history
- One course in 19th- or 20th-century art
- ARH BC 3031 *Imagery and Form in the Arts*
- ARH BC 3530 *Advanced Studio*.

In addition, students must take a minimum of five studio art courses including BC 3530.

A senior project is required. This may take the form of a critical essay dealing with contemporary art or a development of a body of work with an accompanying paper defining the artistic intention.

### **Requirements for the major in the History and Theory of Architecture:**

See Architecture Program offerings.

## **REQUIREMENTS FOR THE MINOR**

The minor in Art History consists of five lecture courses, including BC 1001, BC 1002, and three courses in the following areas, of which **one** must be non-European: *European and American*: Ancient, Medieval, Renaissance, Baroque, and Modern  
*Non-European*: Chinese, Japanese, Indian, African, Mesoamerican, and Native American

## **COURSES OF INSTRUCTION**

### **ARH BC 1001x, 1002y**

#### **Introduction to the History of Art**

An introduction to the art of the past with an emphasis on the variety of perspectives from which it may be studied. While mainly dedicated to the art of Western Europe, there will be serious discussion of other cultures as well, with no attempt at comprehensive coverage. Artworks from different periods will be selected for discussion in depth. Members of art history faculty and other invited speakers lecture in their fields of specialization. Autumn term: Ancient, Medieval, and early Renaissance. Spring term: Renaissance, Baroque, Modern, and Contemporary. —K. Moxey, M. Werth, N. Kampen, others TBA

4 points.

III H

### **ARH W 4076x**

#### **Arts of Sub-Saharan Africa**

—Z. Strother

3 points.

II H

### **ARH V 3080x**

#### **Pre-Columbian Art and Architecture**

Survey of the pre-Hispanic art of Mesoamerica, Central America, and the Andean region from the earliest of times to the Spanish conquest. —E. Pasztory

3 points.

III H

# ART HISTORY

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## **ARH V 3201y**

### **Arts of China**

An introduction to the arts of China—ceramics, bronzes, painting, and sculpture—from the earliest farming cultures (ca. 5000 B.C.E.) to the end of the traditional period (ca. 1750 C.E.). —Instructor TBA

3 points.

II H

## **ARH V 3203y**

### **Arts of Japan**

A survey of Japanese art from the Neolithic through the Edo period, with emphasis on Buddhist art, scroll painting, decorative screens, and wood-block prints. —Instructor TBA

3 points.

II H

## **ARH V 3340y**

### **Masterpieces of the Art of China, Korea, and Japan**

The decorative arts of ceramics, lacquers, and jades; Buddhist art, architecture, sculpture; and later painting. Museum laboratory sessions. —D. Delbanco

3 points.

II H

## **ARH W 3000x**

### **Introduction to World Archaeology I**

—Instructor TBA

3 points.

III H

## **ARH W 3180y**

### **Art and Architecture of Ancient Egypt**

—B. Curran

3 points.

II H

## **ARH V 3248x**

### **Greek Art and Architecture**

Examination of the principal monuments and themes of Greek art in sculpture, painting, architecture, and city planning from the Mycenaeans to the Roman conquest. —Instructor TBA

3 points.

III H

## **ARH V 3250y**

### **Roman Art and Architecture**

Architecture, sculpture, and painting of ancient Rome from the second century B.C. to the end of the Roman Empire in the West. —R. Brilliant

3 points.

III H

## **ARH BC 3351x**

### **Early Christian and Early Medieval Art**

The origins of Christian art before Constantine and the subsequent development of architecture, sculpture, and painting under the patronage of church and state in Western Europe from the 4th through the 11th centuries. —J. Rosenthal

3 points.

III H

## **ARH V 3400x**

### **Italian Renaissance Painting**

The origins and development of Renaissance painting: humanism and religion, perspective and art theory, the revival of the classical form and content. Emphasis on major centers, especially Florence and Venice and the courts, and on the major masters: Masaccio, Fra Angelico, Piero della Francesca, Giovanni Bellini, Leonardo da Vinci. —J. Beck

3 points.

III H

## **ARH W 3833y**

### **Architecture: 1750-1890**

—R. Bergdoll

3 points.

III H



<b>ARH W 4315x</b> <b>Art and Ideology in Early Middle Ages</b> —Instructor TBA 3 points. Offered 1999.	III H
<b>ARH BC 3352y</b> <b>Art of the Later Middle Ages</b> Between the 11th and 14th centuries, the political, economic, and cultural life of Europe underwent profound change. Provides an exploration of the medieval visual arts within this dynamic framework. —S. Murray 3 points.	III H
<b>ARH W 3420y</b> <b>Italian Sculpture during the Renaissance</b> —J. Beck 3 points. Not offered in 1999-2000.	III H
<b>ARH V 3475</b> <b>Art and Culture of the Northern Renaissance</b> Naturalism in the art of Campin, van Eyck, van der Weyden, van der Goes, and others interpreted as the production of different types of “reality effect.” An analysis of social meaning in terms of class and gender. A survey of early printmaking, woodcuts, and engravings, with attention to the way in which “popular imagery” served to articulate and support the social hierarchy. —K. Moxey <i>Prerequisite:</i> ARH BC 1001, 1002 or equivalent or permission of the instructor. 3 points. Not offered in 1999-2000.	III H
<b>ARH W 4480y</b> <b>Art in the Age of the Reformation</b> The ways in which the culture and social functions of artistic production in Germany and the Netherlands were transformed as a consequence of the dissemination of the ideologies of humanism and the Reformation. —K. Moxey 3 points.	III H
<b>ARH V 3500x</b> <b>Seventeenth-Century Art in Italy, France, and Spain</b> —Instructor TBA 3 points.	III H
<b>ARH W 3505y</b> <b>Dutch Art and Society in the 17th Century</b> An inquiry into the distinctiveness of Dutch painting in the 17th century, in the context of its political and visual culture. Special attention is paid to the careers of Vermeer and Rembrandt, and to works in museum collections in New York. —Instructor TBA 3 points.	III H
<b>ARH BC 3520y</b> <b>Roman Baroque Art</b> 3 points.	III H
<b>ARH C 3001x</b> <b>Introduction to Architecture</b> Architecture analyzed through in-depth case studies of major monuments of sacred, public, and domestic space, from the Pantheon and Hagia Sophia to Falling Water and Grand Central Station. Fulfills requirement for architectural history/theory distribution requirement, but generally open to students wanting a humanistic approach to architecture. —J. Connors 3 points.	III H

# ART HISTORY

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## **ARH BC 3673y**

### **History of Photography**

Introduction to the history of European and American photography: the major movements and individual figures from the 1830s to the 1980s as well as theories and models of thinking about photography and its crucial authors. —R. Krauss

3 points.

III H

## **ARH BC 3674x**

### **Art since 1945**

Introduction to the history of art in post-war Europe and the United States from 1945 to the present, emphasizing questions of methodology of modernist studies and the diversity of theoretical approaches. —B. Buchloh

3 points.

III H

## **ARH V 3748y**

### **Eighteenth-Century Painting**

—A. Staley

3 points.

III H

## **ARH W 3600x**

### **Nineteenth-Century Art**

Painting and sculpture in Western Europe from 1789 to 1900; Neo-classic, Romantic, Realist, Impressionist, and Post-impressionist movements. —J. Crary

3 points.

III H

## **ARH W 3686y**

### **Seurat to Matisse: Art in France, 1880-1907**

Developments in French art, culture, and society between 1880 and 1907. Artists studied include Manet, Monet, Degas, Cézanne, Morisot, Seurat, Van Gogh, Gauguin, Rodin, Claudel, Vuillard, Matisse, and Picasso. —M. Werth

3 points.

III H

## **ARH W 3620y**

### **Nineteenth-Century Visual Culture**

Important developments in the making of a new visual culture in the 19th century. Major emphasis on painting and photography, but also attention to urbanization, early cinema, world's fairs, fashion, and technology. —J. Crary

3 points.

III H

## **ARH W 3982x**

### **The Shape of New York: McKim, Mead and White**

Examines architecture and urban design in New York City from 1880-1910 of McKim, Mead & White. Themes include revisions of the gridded plan of the city, the creation of civic spaces, the search for an American architectural style, and attempts to bring order to the modern city. Students will work with archives and drawings at the New York Historical Society and Avery Library. —H. Ballon

3 points.

III H

## **ARH W 4594y**

### **Nineteenth-Century Paris: Architecture and Urbanism, Art and Visual Culture**

An examination of the formation of modern Paris, ca. 1852-1900, and the changing forms and functions of architecture and the visual arts. Issues such as class relations, mental life in the metropolis, the gendering of urban space, the emergence of new public spheres and discourses, and the development of urban entertainment, consumer culture, mass media, and new technologies will be explored in relation to painting, photography, sculpture, expositions, early cinema, architecture, and urban planning. —M. Werth, B. Bergdoll

3 points.

III H



**ARH W 3650y****Twentieth-Century Art**

The major trends and sources of 20th-century painting, sculpture, and architecture, with special emphasis on an understanding of the cultural environment and related developments. —C. Kiaer

3 points. III H

**ARH V 3610x****Modernism and Difference**

Issues such as the modern museum, the centrality of gender and sexuality, the emergence of feminist art, the boundaries between art and pornography, and the persistence of modernist primitivism, as well as the part played by individual artists—from Picasso and Pollock to Hesse and Mapplethorpe. The focus is on what kinds of “difference” canonical modernism has accommodated and how modernism’s limits have been tested by marginal, oppositional, and post-modernist figures. —M. Werth

3 points. III H

**ARH W 3645y****Twentieth-Century Architecture and City Planning**

—Instructor TBA

3 points. III H

**ARH W 3680y****Europe: Postwar Art, 1948-1968**

An exploration of historical, theoretical, and artistic problems specific to the reflection on and production of visual culture after the Holocaust and WW II in Italy, Great Britain, France, and Germany. —B. Buchloh

3 points. III H

**ARH V 3895x, y****Introductory Colloquium: The Literature and Methods of Art History**

An introduction to different methodological approaches to art history as well as a variety of critical texts by such authors as Wölfflin, Riegl, Panofsky, and Gombrich. —x: J. Crary; y: J. Beck

4 points. III H

**AWS BC 3123x****Women and Art**

A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —N. Kampen

3 points. I H

**SEMINARS**

Seminars have limited enrollment. Permission of the instructor is required for admission to all Barnard and Columbia seminars. In addition, it is strongly recommended that students seeking admission to a seminar have previously had a lecture course in the area. Students must sign up for Columbia seminars at 826 Schermerhorn.

**ARH BC 3959x, 3960y****Senior Research Seminar**

Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in art history and participate in group meetings scheduled throughout the senior year. —Staff

Limited to senior majors.

3 points.

# ART HISTORY

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## **ARH BC 3970y**

### **Methods and Theories of Art History**

An introduction to critical writings that have shaped histories of art, including texts on iconography and iconology, the psychology of perception, psychoanalysis, social history, feminism and gender studies, structuralism, semiotics, and post-structuralism. —M. Werth

4 points.

III H

## **ARH BC 3999x, y**

### **Independent Research**

Independent research, primarily for the senior essay, under a chosen faculty adviser and with the chair's permission. —Staff

4 points.

III H

## **ARH W 4900x**

### **Modern Landscape: Histories and Theories**

Study of histories and theories of landscape in art from the 18th to 20th centuries, with a focus on 19th-century Europe. —M. Werth

4 points.

III H

## **ARH V 3911y**

### **Chinese Painting of the Sung and Yuan Dynasties**

—Instructor TBA

4 points.

II H

## **ARH BC 3958**

### **Paul Klee and Modernism**

Examines the oeuvre of Paul Klee and places it within the context of developments in Austrian, French, German, and Swiss art between 1900 and 1940. —P. Kort

*Prerequisite: Permission of the instructor. Limited to 15 students.*

4 points.

## **ARH C 3916x**

### **Nineveh and Its Remains**

Intensive investigation of ancient Nineveh, one of the oldest cities in the Middle East and the capital of the Assyrian empire from 705 to 612 B.C. —Instructor TBA

4 points.

II H

## **ARH C 3910y**

### **Art of the Han Dynasty**

Issues in the art of early imperial China. Various mediums are discussed in relation to important recent archaeological discoveries such as the tombs at Ma-wang-tui and Man-ch'eng, as well as in relation to the major funerary monuments of the Eastern Han period. —Instructor TBA

4 points.

II H

## **ARH V 3912y**

### **The Art of Landscape Painting in China**

—Instructor TBA

4 points.

II H

## **ARH C 3933x**

### **Medieval Art at the Cloisters**

Most meetings at the Cloisters. Consult departmental office for location of first meeting. —D. Thomas

4 points.

III H

## **ARH BC 3921y**

### **Reading the "Reality Effect"**

—K. Moxey

4 points.

III H



**ARH BC 3992x****Early Netherlandish Painting at the Metropolitan Museum of Art**

Study of early Netherlandish painting (1430-1550) taking into account the strengths of the wide ranging collection at the Metropolitan Museum of Art. —M. Ainsworth

4 points.

III H

**ARH C 3956y****Pieter Bruegel**

—K. Moxey

4 points.

III H

**ARH V 3933y****Arts in Early Medicean Florence**

—J. Beck

4 points.

III H

**ARH W 3973y****Graduate Seminar: Histories and Theories of Photography**

Considers the recent development in the writing of photographic history, theory, and criticism. Beginning with a reading of the classic photographic debates of the 1920s, its main part will focus on the key texts of social art history and structural semiology. The historical accounts engage with a variety of photographic practices from the 19th century through the photographic debates of the 1960s and 1970s. —B. Buchloh

*Prerequisite: Permission of instructor.*

4 points.

III H

**ARH BC 3974y****Matisse**

A study of the early career of Henri Matisse, with a consideration of the significance of exhibition, reception, dealers and collectors, and his social and cultural context, as well as questions of interpretation. —M. Werth

4 points.

III H

**ARH BC 3965x****Bernini**

A look at Bernini's designs in light of Baroque poetics, music, stagecraft, changing religious practices, and new techniques for political repression in the 17th century. Recent writing on theatricality and the role of the spectator in producing the "event" of representation will also be brought to bear on Bernini's work. —Instructor TBA

4 points.

III H

**ARH BC 3985x****Introduction to Connoisseurship**

Factors involved in judging works of art, with emphasis on paintings; materials, technique, condition, attribution; identification of imitations and fakes; questions of relative quality. —M. Ainsworth

*Prerequisite: Permission of instructor. Limited to 15 students.*

4 points.

III H

**ARH V 3342x****Masters of Indian and Islamic Art**

Analysis and discussion of the significance of selected works of art and architecture of Islam and Buddhist and Hindu India. —Instructor TBA

4 points.

III H

**ARH W 3508x****Rembrandt**

—D. Freeberg

4 points.

III H

**ARH W 3895x**

**Introduction: Literature and Methods of Art History**

An introduction to different methodological approaches to art history and a variety of critical texts by ancient and Renaissance writers as well as modern authors such as Panofsky and Gombrich. Required of all Columbia Art History majors. —J. Beck

4 points. III H

**ARH W 3940y**

**Piranesi and His Contemporaries**

—R. Middleton

4 points. III H

**ARH W 3973x**

**Ethnographic Film and Photography**

Investigates cultural representation in film and photography in works like *Nanook of the North*, Leni Riefenstahl's *Africa*, and *King Kong*. Also examines how Indians, Africans, and Native Americans are rethinking Western modes of photographic practice. —Z. Strother

4 points. III H

**ARH V 3977x**

**Picasso**

Picasso's immense oeuvre has been the object of a wide range of interpretive approaches, from traditional analyses of styles and iconography, to more recent historical and theoretical methods such as "new historicism," semiology, and gender studies. Using a case study approach, various of Picasso's works will be explored in the light of this range of methods. —R. Krauss

4 points. III H

**ARH C 3948x**

**Nineteenth-Century Criticism**

—J. Crary

4 points. III H

**ARH W 3949x**

**Cubism**

The development of Cubism from 1907 up to 1914 and its relation to the major historical and intellectual events of the time. Discussion of various critical approaches from the first cubist exhibition to the present. —T. Reff

4 points. III H

**ARH C 3922y**

**Themes in the Art and Literature of the Renaissance: Myths of Love**

—D. Rosand

4 points. III H

**ARH BC 3962y**

**Romanticism**

Romanticism in art and aesthetics: its origins and development as well as its legacy and persistence in the 19th century. —M. Werth

4 points. III H

**ARH V 3980y**

**Frank Lloyd Wright**

—H. Ballon

4 points. III H

**ARH BC 3031y**

**Imagery and Form in the Arts**

The operation of imagery and form in dance, music, theatre, visual arts, and writing; students are expected to do original work in one of these arts. Concepts in contemporary art will be explored. —J. Snitzer

3 points. III H



**M 5:00-6:00. Artsforum**

*Artsforum is an informal weekly meeting with professionals in the arts.*

**ARH W 4418y****Italian Architecture from Michelangelo to the Baroque**

—J. Connors

4 points.

III H

**ARH W 4320****Death in Medieval Art**

—T. Dale

4 points.

III H

**STUDIO COURSES IN ART**

Studio courses 2003x, 2004y, 2005x, 2006y, 2007x, 2008y are given at Barnard. Enrollment is limited and students must sign up in advance. Other studio courses are given at the School of the Arts, in Dodge Hall, and students may register for these only with written permission of the department chair. Classes are limited in size. Students who wish to enter the Columbia courses are required to apply for space in 305 Dodge Hall during the pre-registration period prior to each term. Model fees range from \$20 to \$45. For students other than those majoring in Art History with Visual Arts concentration, a maximum of four courses of studio work may be credited toward graduation.

**ARH BC 2003x, 2004y****Drawing in the Museum**

An intensive drawing workshop geared to all levels from beginner to advanced. Includes live drawing, color theory, and work in pastel. *Drawing in the Museum* also examines the role played by the display of art and artifacts from all periods of history in the work of the cubists and surrealists as well as in that of such contemporary artists such as Robert Smithson, Joseph Beuys, Marcel Broodthaers, Nancy Spero, Leon Golub, and others. —A. McCoy

*Class features several Native American and African guest lecturers.*

2 points.

**ARH BC 2005x, 2006y, 2007x, 2008y****Painting**

Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Class work will include drawing and painting from the model as well as still-life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary. —J. Snitzer

2 points.

**ARH BC 3530x****Advanced Studio**

An interpretive study of the theoretical and critical issues in visual art. Projects that are modeled after major movements in contemporary art will be executed in the studio. Each student develops an original body of artwork and participates in group discussions of the assigned readings. —J. Snitzer

*Prerequisites: Primarily for Art History/Visual Art majors. Open to others by permission of the instructor.*

3 points.

## STUDY ABROAD: REID HALL, PARIS

The following courses are offered at Reid Hall in Paris. For additional information, see the *Reid Hall Programs Bulletin* available in 203 Lewisohn Hall or <http://www.ce.columbia.edu/paris>

### **Art History H 3550x**

#### **French Architecture, 1750-1930** (in English)

A survey of major figures and currents in French architecture from the birth of International Neoclassicism to the early career of Le Corbusier and his French art deco contemporaries.

*Regular weekly lectures are supplemented by walking tours and visits to architectural drawings collections in Paris, and visits to major sites outside Paris.*

*3 points.*

### **Art History H 3993x**

#### **Seminar. Planning Paris: Urban Form and National Politics in the French Capital from the Enlightenment to the Fall of the Second Empire, 1750-1870** (in English)

The politics of town-planning projects from the unrealized projects of the Enlightenment and the Revolution to the wide-scale transformation of the city under Baron Haussman. —H. Bergdoll

*Lectures, student reports, and site visits.*

*3 points.*



# ASIAN AND MIDDLE EASTERN CULTURES

321 Milbank Hall

854-2125, 5416

**Professor:** Irene Bloom<sup>2</sup> (Chair)

**Associate Professors:** Afsaneh Najmabadi (Women's Studies)

**Assistant Professors:** Rachel Fell McDermott, David Moerman

Other officers of the University offering courses listed below:

**John Mitchell Mason Professor Emeritus and Special Service Professor:** William Theodore de Bary

**Professors:** Paul Anderer, Peter J. Awn (Religion), Richard Bulliet (History), Kathleen R. F. Burrill, Pierre Cachia (Senior Scholars Program), Chou Wen-chung (Music), Dieter Christensen (Music), Myron Cohen (Anthropology), Ainslie T. Embree (Senior Scholars Program), Carol N. Gluck (History), John S. Hawley (Religion), Robert Hymes<sup>2</sup>, Donald Keene, Gari K. Ledyard, John Meskill (Senior Scholars Program), Dan Miron, Theodore Riccardi, George Saliba, Conrad Schirokauer (Senior Scholars Program), Haruo Shirane, Henry D. Smith, Robert A. F. Thurman (Religion), Arthur Tiedemann, Gauri Vishwanathan, David Wang, Pei-yi Wu (Senior Scholars Program), Marc Van De Mieroop<sup>3</sup>, Ehsan Yarshater, Madeleine Zelin

**Adjunct Professor:** Morris Rossabi

**Associate Professors:** Ryuichi Abé (Religion), Magda Al-Nowaihi<sup>1</sup>, Hamid Dabashi, Robert Harrist (Art History), Frances Pritchett, Tomi Suzuki

**Assistant Professors:** Daniel Ferguson (Music), Nili Gold, Martin Kern, Joseph Massad, Gregory Pflugfelder, Wei Shang, Michael Tsien

**Adjunct Assistant Professors:** Dawn Delbanco (Art History), Marsha Wagner

**Fellows:** Christian De Pee (Fang-Tu Teaching Fellow), Katherine Rupp (Fanny Brett de Bary Fellow)

<sup>1</sup> Absent on leave Autumn term.

<sup>2</sup> Absent on leave Spring term.

<sup>3</sup> Absent on leave 1999-2000.

The primary aim of Asian and Middle Eastern Cultures is to introduce major Asian civilizations and their works and values as a means of expanding knowledge of the varieties and unities of human experience. The General Courses below are designed for any student, whatever her major interests, who wishes to include knowledge of Asian life in her education.

The satisfactory completion of one of the following courses offered in the departments of East Asian Languages and Cultures and Middle East Languages and Cultures satisfies the college requirements in the respective languages: Akkadian G 4204 *Intermediate Akkadian*; Arabic W 1215 *Intermediate Arabic*; Armenian W 1124 *Intermediate Armenian*; Bengali W 1619 *Intermediate Bengali*; Central Asian W 1110 *Intermediate Tajik*; Central Asian W 1122 *Intermediate Uzbek*; Chinese C 1202 or F 1202 *Intermediate Chinese* (second stage); Hebrew W 1513 *Intermediate Modern Hebrew*; Hindi-Urdu W 1613 *Intermediate Hindi-Urdu*; Japanese C 1202 or F 1202 *Intermediate Japanese* (second stage); Iranian W 1713 *Intermediate Modern Persian*; Korean W 1202 *Intermediate Korean*; Nepali W 1813 *Intermediate Nepali*; Panjabi W 1819 *Intermediate Panjabi*; Sanskrit W 4813 *Intermediate Sanskrit*; Tibetan W 4413 *Intermediate Tibetan*; or Turkish W 1913 *Intermediate Turkish*.

Literature courses in the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures in which readings are in the original languages may be used to fulfill the Barnard distribution requirements only with the permission of the Chair of Asian and Middle Eastern Cultures.

Students who wish to enter Chinese, Japanese, or Korean language courses above the introductory level *must* pass a language placement test before registering. Placement exams are given during the week *before* classes begin—contact the Department of East Asian Languages and Cultures (407 Kent) for exact dates. For placement above the introductory level in Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Nepali, Panjabi, Persian, Sanskrit, Tibetan,

or Turkish, contact the Department of Middle East and Asian Languages and Cultures (602 Kent). All students wishing to enter the Hebrew language program or wishing exemption from the Hebrew language requirement must take a placement test. The test is administered Monday-Friday, 10:00-3:00 during August in 602 Kent Hall.

REQUIREMENTS FOR THE MAJOR

A student who plans to major in Asian and Middle Eastern Cultures is advised to consult a member of the department in the Spring term of her first year in order to be sure to plan for an appropriate sequence of language study.

To major in Asian and Middle Eastern Cultures, a student will choose to follow one of two tracks, East Asian or Middle East and South Asian.

The East Asian Track

The major requires a minimum of 10 courses, including:

1) Language Requirement:

Three years of Chinese, Japanese, or Korean (completion of the 4005-4006 level), or the proficiency equivalent (to be demonstrated by a placement examination).

2) Core Courses:

Asian Humanities V 3400 Colloquium on Major Texts  
and

Two of the following survey courses:

Asian Civilizations-Middle East	V 2001	Introduction to Major Topics in Asian Civilizations: The Middle East and India
Asian Civilizations-East Asia	V 2002	Introduction to Major Topics in Asian Civilizations: East Asia
Asian Civilizations	V 2359	Introduction to the Civilization of China
Asian Civilizations	V 2361	Introduction to the Civilization of Japan
Asian Civilizations	V 2363	Introduction to the Civilization of Korea

3) **Disciplinary Courses:** Three courses, to be chosen in consultation with the adviser. Because Asian studies is an area-study rather than an academic discipline, it is important that the student also develop competence in a particular discipline. She is therefore asked upon entering the major to choose from among the following: history, literature, philosophy, religion, art history, anthropology, political science, or economics. Typically, one of the courses taken in satisfaction of the disciplinary requirement will be a basic introductory or methodology course, and the other two will be in East Asia-related courses in the discipline. Under certain circumstances the adviser may approve a combination of two basic courses and one East Asia-related course; courses in closely related disciplines may also be substituted with the approval of the adviser. However, if a student chooses one or two disciplinary courses that are not specifically Asia-related, these courses will be considered qualifying in terms of the disciplinary requirement, but not as counting toward the 10-course minimum for the major. Only those courses that are Asia-related are considered to count toward this 10-course minimum.

Majors specializing in history should take *Historiography of East Asia* (East Asian W 4103), and those specializing in literature should take *Critical Approaches to Literature* (East Asian W 4101). These two courses are offered in the Spring term and should normally be taken in the junior year.

4) **Elective Courses:** Two courses related to East Asia, to be chosen in consultation with the adviser.



5) **Senior Paper:** Each student is expected to prepare a research paper or an annotated English translation of an East Asian text. The paper should be in the chosen disciplinary field and will be written in consultation with an appropriate faculty adviser. The paper is prepared in two stages: first by enrolling in the Spring of the junior year in *Research in East Asian Studies* V 3999y, and then in the senior year in *Senior Thesis* (East Asian W 3901x or y). All students, except those on study leave in the Autumn, should enroll for the Autumn term. Under special circumstances, with the adviser's approval, the senior paper may be written in conjunction with Asian Studies BC 3999, *Independent Study*.

Note that in all East Asian language courses, the minimum grade required to advance from one level to the next is B-.

**The Middle East or South Asian Track**

A minimum of 13 courses is required, including:

Asian Humanities	V 3399	<i>Colloquium on Major Texts</i>
Middle East & South Asia	MDE W 3000y	<i>Theories of Culture: Middle East and South Asia</i>

Two of the following courses:

Asian Civilizations-Middle East	V 2001x	<i>Introduction to Major Topics in Asian Civilizations: The Middle East and India</i>
Asian Civilizations-Middle East	V 2003x	<i>Introduction to Islamic Civilization</i>
Asian Civilizations-Middle East	V 2008y	<i>Contemporary Islamic Civilization</i>
Asian Civilizations-Middle East	V 2357x	<i>Introduction to the Civilization of India</i>
Asian Civilizations-Middle East	W 4210	<i>Indian Civilization</i>

Four to six courses of an appropriate language (Akkadian, Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Nepali, Panjabi, Persian, Sanskrit, Tibetan, Turkish, or Uzbek), selected in consultation with the adviser. A minimum of five courses chosen as a concentration. The concentration may be in the languages and cultures of ancient Semitic, Arabic, Armenian, Central Asian, Hebrew, Indic, Iranian, or Turkish. The courses required in each of the concentrations and other details will be explained by the department chair. They will include one advanced course or independent study leading to a senior thesis, to be written under the supervision of a faculty member chosen in consultation with the adviser.

The courses listed under Middle East and South Asia below represent a selection among those required in one or another of the concentrations. Students should consult the Middle East and Asian Languages and Cultures department office in 609 Kent Hall for a complete list of course offerings. Also see the note on graduate courses at the end of this section.

No minor is offered in Asian and Middle Eastern Cultures.

COURSES OF INSTRUCTION

COURSES IN ASIAN CIVILIZATIONS

*Asian Civilizations-Middle East AME V 2001x*  
**Introduction to Major Topics in Asian Civilizations: The Middle East and India**  
 Interdisciplinary and topical approach to major issues and phases of Asian civilizations and their role in the contemporary world. —J. Massad and G. Vishwanathan  
 4 points.      TuTh 4:10–5:25

*Asian Civilizations-East Asian AEA V 2002x or y*  
**Introduction to Major Topics in Asian Civilization: East Asia**

An interdisciplinary and topical approach to major issues and phases of East Asian civilizations and their role in the contemporary world. —W.T. de Bary, D. Moerman, C. Shirokauer, and staff  
4 points. Sec.1, 2: TuTh 10:35–11:50; Sec.3: TuTh 1:10–2:25 II S

*Asian Civilizations-Middle East AME V 2003x*  
**Introduction to Islamic Civilization**

Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions from its pre-Islamic Arabian setting to the present. —G. Saliba  
3 points. MW 1:10–2:25 II H

*Asian Civilizations-Middle East AME V 2008y*  
**Contemporary Islamic Civilization**

A survey of the contemporary intellectual currents in Islamic societies, with a special emphasis on the societies of the Middle East and on the cultural issues not covered in the course in classical Islamic civilization through focus on texts of the contemporary period. —G. Saliba  
3 points. MW 1:10–2:25 II H

*Asian Civilizations-Middle East AME V 2357x*  
**Introduction to the Civilization of India**

An introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges. —R. McDermott  
3 points. II H

*Asian Civilizations-Middle East AEA W 4210x*  
**Indian Civilization**

3 points. Not offered in 1999-2000. II S

*Asian Civilizations-East Asian AME V 2359x, y*  
**Introduction to East Asian Civilizations: China**

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions. —x: M. Tsin; y: Instructor TBA  
3 points. II S

*Asian Civilizations-East Asian AEA V 2361x, y*  
**Introduction to East Asian Civilizations: Japan**

The development of Japanese society and culture with special attention to national self-image and values as revealed in thought, institutions, and literature. —x: G. Pflugfelder; y: D. Moerman  
3 points. II H

*Asian Civilizations-East Asian AEA V 2363y*  
**Introduction to Asian Civilizations: Korea**

The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts. —G. Ledyard  
3 points. TuTh 2:40–3:55 II H

*Asian Civilizations ASC W 4320y*  
**Human Rights and Social Justice in Comparative Perspective**

Considers issues of human rights through cross-national and cross-cultural studies of modern South Asia (India, Pakistan, Sri Lanka) and China. —I. Bloom and A. Waters  
4 points. Not offered in 1999-2000. II S



**Asian Studies-Religion ASR V3974y**  
**Hindu Goddesses**

Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India. —R. McDermott

*Prerequisite:* One course in Indian culture or religion or permission of the instructor.  
 4 points.

II H

**Asian Studies-Religion ASR W 3772y**  
**Perspectives on Evil and Suffering in World Religions**

Exploration of the problems of evil and suffering in Christianity, Judaism, Hinduism, and Confucianism, with attention to such questions as what is “evil,” why it exists, how suffering fits into the religious world view, and how religious people cope with threats to their analytic capacities, powers of endurance, and moral insight. Draws on classical texts, myths, and modern fieldwork. —R. McDermott

3 points. Not offered in 1999-2000.

I H

**Asian Studies ASN W 4001y**  
**History, Literature, and Culture of Bengal**

An introduction to the history, literature, and culture of Bengal prior to 1947. Attention is given to important figures, ideological trends, and social structures; Bengali texts in translation; and recent studies on Bengal. Lectures are supplemented by slides and films. Introduction to Indian civilization, or the equivalent, is recommended as background. —R. McDermott

3 points. Not offered in 1999-2000.

II H

**Asian Studies ASN V 3582x**  
**Chinese Political Thought**

Exploration of Chinese political thought through analysis of major texts and secondary works dealing with classical thought, the evolution of the Confucian value system in the imperial period, reform movements of the late 19th and 20th centuries, Chinese communism, voices of dissent in the 1980s and 1990s, contemporary human rights issues, and the “new Confucianism.” —I. Bloom

3 points. Not offered in 1999-2000.

II H

**COURSES IN ASIAN HUMANITIES**

**Asian Humanities AHU V 3399x, y – V 3400x, y**  
**Colloquium on Major Texts**

Readings in translation and discussion of texts of Middle Eastern, Indian, Chinese, Korean, and Japanese origin, including (V 3399): the *Qur'an*, Islamic philosophy, Sufi poetry, the *Upanishads*, Buddhist sutras, the *Bhagavad Gita*, Indian epics and drama, Gandhi's autobiography; (V 3400): the *Analects* of Confucius, Mencius, Lao Tzu, Chuang Tzu, the *Lotus Sutra*, *Dream of the Red Chamber*, *Tale of Genji*, Zen literature, Noh plays, *bunraku* puppet plays, and Chinese and Japanese poetry. (Asian Humanities V 3399-3400 form a sequence, but either may be taken separately. V 3399 may also be taken as part of a sequence with Asian Humanities V 4310; V 3400 may also be taken as part of a sequence with Asian Humanities V 3830.) —P. Anderer, I. Bloom, W.T. de Bary, P. Cachia, R. McDermott, D. Moerman, W. Shang, T. Suzuki, A. Tiedeman, E. Yarshater, and the Staff

4 points.

II H

**Asian Humanities AHU W 4027x-4028y**  
**Colloquium on Major Works of Chinese Philosophy, Religion, and Literature**

Reading in translation and discussion of major works of Chinese philosophy, religion, and literature, including important texts of x: the Confucian, Taoist, Mohist, Legalist, Huang-Lao, and Neo-Taoist traditions and recently discovered texts; and y: the Buddhist and Neo-Confucian traditions. —x: I. Bloom; y: W.T. de Bary

*Prerequisite:* AHU V 3400, AME V 2359, or AEA V 2002. Asian Humanities w 4027-4028 forms a sequence, but either may be taken separately.

4 points.

I H



## **Asian Humanities AHU W 4029x**

### **Colloquium on Major Works of Japanese Thought**

Extends the work begun in Asian Humanities V 3400 by focusing on reading and discussion of major works of Japanese philosophy, religion, and literature from earliest times to the 12th century. —W.T. de Bary

*Prerequisite: AHU V 3400, ASC V 3002, ASC V 3361, or the equivalent.*

4 points. Not offered in 1999-2000.

II H

## **Asian Humanities AHU W 4030y**

### **Colloquium on Major Works of Japanese Thought**

Reading and discussion of major works of Japanese philosophy, religion, and literature from the 12th to the 18th centuries. —W.T. de Bary

*Prerequisite: AHU V 3400, ASC V 3002, ASC V 3361, or the equivalent.*

4 points. Not offered in 1999-2000.

II H

## **Asian Humanities AHU V 3830x**

### **Colloquium on Modern East Asian Texts**

Exploration of the modern East Asian traditions through intensive reading of literary masterpieces by Lu Xun, Shen Congwen, Akutagawa Ryunosuke, Kawabata Yasunari, Hyon Ching-gon, Choi Inhoon, etc. Emphasis is on cultural/intellectual issues and their manifestations in literary forms. Knowledge of the original languages is not required. —D. Wang

*AHU V 3400 is strongly recommended as background.*

4 points.

II H

## **Asian Humanities AHU W 3331y**

### **Colloquium on Modern South Asian Texts**

Exploration of modern South Asian self-images through the work of A.K. Coomaraswami, Gandhi, Premchand, Raja Rao, Anatha Murthy, Ghalib, Faiz, etc. Emphasis is on cultural/intellectual issues and their manifestations in literary form. —F. Pritchett

*Permission of the instructor required.*

3 points. Not offered in 1999-2000.

II H

## **Asian Humanities-Music AHM V 3320x**

### **Introduction to the Musics of East Asia and Southeast Asia**

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —D. Ferguson

3 points.

II H

## **Asian Humanities-Music AHM V 3321y**

### **Introduction to the Musics of India and West Asia**

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —D. Christensen

3 points. Not offered in 1999-2000.

II H

## **Asian Humanities AHU V 3340y**

### **Masterpieces of Art in China, Japan, and Korea**

Selected masterpieces of painting, sculpture, and architecture from the Han Empire in China to modern times in Japan, in relation to contemporary history, philosophy, religion, and literature. —D. Delbanco

3 points.

II H

## **Asian Humanities AHU V 3342x**

### **Masterpieces of Islamic and Indian Art**

Analysis and discussion of the significance of selected works of art and architecture of Islam and Buddhist and Hindu India.

3 points.

II H

## **Asian Humanities EAS W 4109y**

### **Japanese Religious Landscapes: Practices and Representations**

An examination of the concept of landscape in Japanese religious culture, focusing on the ways in which physical and imaginary landscapes were represented, in theory and practice, in literature, art, and ritual. Topics to be explored include cosmology, pilgrimage, and syncretism, and the relationship such world views have on politics, gender, and social institutions. —D. Moerman

*Prerequisite: One course on Japanese or East Asian cultures or Art History or permission of the instructor.*

3 points. II H

## **COURSES IN THE MAJOR**

### **Middle East & South Asia MDE W 3000y**

#### **Theories of Culture: Middle East and South Asia**

A critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed knowledge. —M. Nichanian

*Required of all majors. Limited to 35 students.*

4 points. II H

### **East Asian EAS W 3901x**

#### **Senior Thesis**

Senior seminar required of all majors in East Asian Studies. —G. Pflugfeder and staff

*Senior majors only*

3 points.

### **East Asian EAS V 3999y**

#### **Research in East Asian Studies**

Introduces students to research and writing techniques and requires preparation of a senior thesis proposal. Required for juniors who are East Asian majors. —M. Zelin

1 point.

### **Comparative Literature-East Asian EAS W 4101y**

#### **Literary and Cultural Theory East and West**

Principles of literary theory developed in the West, contrasted with literary criticism of China and Japan. Emphasis on the application of these critical methods to selected works of Chinese and Japanese poetry and prose. —H. Shirane

3 points. II H

### **East Asian EAS W 4103y**

#### **Historiography of East Asia**

Major issues in the practice of history illustrated by critical reading of important historical work on East Asia. —M. Zelin

*Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Instructor permission required for others.*

3 points. II S

### **Asian Studies ASN BC 3999x, y**

#### **Independent Study**

Specialized reading and research projects planned in consultation with members of the Asian and Middle Eastern Cultures teaching staff. —Staff

*Open to majors who have fulfilled basic major requirements on written permission of the staff member who will supervise the project.*

4 points.

## EAST ASIAN

### **Art History ARH V 3201y** **Arts of China**

A survey of major arts of ceramics, bronzes, jades, painting, and calligraphy. Museum laboratory sessions. —Instructor TBA  
3 points. Not offered in 1999-2000. II H

### **East Asian EAS V 3315y** **Literature and Film in Modern China**

An intensive examination of modern Chinese fiction and films in the context of Chinese social, political, and cultural dynamics from the May Fourth Movement (1919) to the present. —D. Wang  
3 points. Not offered in 1999-2000. II H

### **East Asian EAS W 4333x** **Japanese Literature: Beginning to 1900**

Analysis and discussion of major works of prose, poetry, and drama (in English translation) from the ancient period to 1900, with particular attention to the relationship between literary texts and larger social, cultural, and political contexts. —H. Shirane  
3 points. Not offered in 1999-2000. II H

### **East Asian EAS V 3405y** **Women in Japanese Literature: Love, Sexuality, and Gender**

Critical approaches to the representations of women in Japanese literature from the early period to the present with particular attention to gender constructions and women's writings. —T. Suzuki  
3 points. II H

### **East Asian EAS V 3613y** **Buildings and Cities in Japanese History**

A survey of the Japanese tradition of architecture and city-building from its primitive origins until the present day. The emphasis is on the cultural meaning and social significance of the built environment as a critical mode of grasping the evolution of Japanese culture as a whole. —H. Smith  
3 points. Not offered in 1999-2000. II H

### **East Asian EAS V 3615x** **Japanese Literature and Film**

Japanese stories and visions, from the late 19th century to the present. Topics include: the discovery of the new, the city, modern beauty, tragedy, the fantastic. Focus on the fiction of Soseki, Tanisaki, Kawabata, Oe, and Tsushima, and the films of Ozu, Mizoguchi, Kurosawa, Kobayashi, and Oshima. —P. Anderer  
3 points. II H

### **East Asian EAS V 3623y** **The World of the Shining Prince**

3 points. Not offered in 1999-2000. II H

### **East Asian EAS W 3334x** **Introduction to Modern Japanese Literature**

Analysis and discussion of representative works of Japanese literature from the mid-19th century to contemporary literature. —P. Anderer  
3 points. Not offered in 1999-2000. II H



## **East Asian EAS V 3627y**

### **Who Is the Samurai?**

Close reading and discussion of primary and secondary texts representing the samurai in various periods of Japanese history. The chief questions to be asked are: How did members of the warrior class, both men and women, live? What did they do? How did they think of themselves? How have others conceived of them? —G. Pflugfelder

*Enrollment limited to 20 students, with priority given to seniors, EALAC/History majors.*

*Prerequisite: V 2361 or V 2002.*

3 points. II H

## **History-Japanese W 4839x**

### **Japan in the 19th Century**

—H. Smith

3 points. II H

## **History-Japanese W 4840y**

### **Japan in the 20th Century**

—B. Brooks

3 points. II H

## **Chinese CHI W 3550x**

### **Modern Chinese Literature and Its Classical Tradition**

3 points. *Not offered in 1999-2000.* II H

## **East Asian EAS W 4836y**

### **Women in Japanese Religious History**

A historical survey, in an East-West comparative context, of the religious beliefs and practices of women from the third through the 17th centuries, covering the female shamanic governments of ancient Japan; professional oracles and diviners; the importation of Buddhism; Buddhist nunhood and the history of convents; childbirth and burial rituals; women in the sacred scripture, religious letters, miracle tales, and poetry; issues of gender as it affects female and male spirituality. —R. Abé

3 points. H

## **East Asian EAS V 3210x**

### **Korean Lives**

An examination of key events, institutions, and personalities in Korean history from the 18th to the 20th centuries, as seen through Korean biographical literature in translation. The emphasis is on individual responses to the challenges and problems Korea has faced in its path from Confucian kingdom to modern industrial state. —G. Ledyard

3 points. II H

## **Chinese-History CHH V 3418x**

### **Gods, Ghosts, and Ancestors: Social History of Chinese Religion**

Problems in the social history of Chinese religion, viewed as much as possible through primary documents in translation. Focuses on the place of religious ideas and practices (including those of the high traditions of Buddhism, Taoism, and Neo-Confucianism) in everyday life and examines the relation of images of ancestors, gods, ghosts, paradise, and hell to Chinese models (explicit and implicit) of human society. —R. Hymes

3 points. II S

## **East Asian EAS V 3310y**

### **Rebellion and Revolution in Modern China**

Social protest and revolutionary movements in 19th- and 20th-century China, with an emphasis on sectarian rebellion, secret societies, and the development of the Communist revolution. —M. Zelin

3 points. II S

## **History-Japanese HIJ W 3600x**

### **World War II in American and Japanese History**

3 points. *Not offered in 1999-2000.* II S

# ASIAN AND MIDDLE EASTERN CULTURES

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*East Asian EAS V 3650x*  
**The Family in Chinese History**  
3 points. Not offered in 1999-2000.

II H

*History HIS W 4835x*  
**History of Modern China I**  
—M. Zelin  
3 points.

II S

*History HIS W 4836y*  
**History of Modern China II**  
—M. Tsin  
3 points.

II S

*East Asian EAS V 3580y*  
**Dominance, Resistance, and Political Culture in Modern China**

Explores the shaping of political culture in modern China by asking how forms of power-government, social, description, economic, etc., were structured, exercised, and contested in the late imperial and republican periods. —M. Tsin  
3 points.

II S

*East Asian EAS W 4240y*  
**The Mongols in History**  
—M. Rossabi  
3 points.

II S

*History-Korean HIK W 4031x*  
**The History of Korea to 1636**  
—G. Ledyard  
3 points.

*Religion REL V 3613x*  
**Japanese Religious Traditions**  
—R. Abé  
3 points.

II H

*Religion REL V 2640x*  
**Chinese Religious Traditions**  
3 points. Not offered in 1999-2000.

II H

*Religion REL V 3630y*  
**Taoism**  
4 points. Not offered in 1999-2000.

II H

*Religion REL V 2608y*  
**Buddhism: East Asia**  
—R. Abé  
3 points.

II H

## MIDDLE EAST AND SOUTH ASIA

*Arabic Literature MDE W 3220y*  
**Negotiating Identity in Modern Arabic Literature**

An introduction to modern Arabic literature in translation, with special emphasis on its centrality in negotiating identity within and against dominant cultural structures. Issues discussed are gender construction, tensions between individualism and collectivism, ambivalent relationships with the past, and competing visions of the future. No knowledge of Arabic is required. —M. Al-Nowaihi  
3 points.

II H

## **Hebrew MDE W 3540y**

### **Introduction to Modern Hebrew Culture**

An introduction to the modern, secular Hebrew culture of the last two hundred years. Distinguishes it from the continuity of traditional Jewish cultures, delineates some of its salient features, and indicates its scope and depth. Reading proficiency in Hebrew not required. —D. Miron

3 points. Not offered in 1999-2000.

II H

## **Hebrew MDE W 3520y**

### **Introduction to Modern Hebrew Poetry**

A survey of dominant figures and major schools in Hebrew poetry from the beginning of the 20th century to 1948. Works of H.N. Bialik, E. Raab, L. Goldberg, N. Alterman, E.Z. Greenberg, D. Ravikovitch, and others. (In English.) —N. Gold

3 points. Not offered in 1999-2000.

## **History HIS W 1002y**

### **Ancient History of Mesopotamia and Anatolia**

—M. Van De Mieroop

3 points. Not offered in 1999-2000.

II S

## **History HIS W 1004y**

### **Ancient History of Egypt**

—M. Van De Mieroop

3 points. Not offered in 1999-2000.

II S

## **Islamic-Science MDE W 3240x**

### **Islam, Science, and the West**

Surveys the interaction between the religious Islamic dogma and the “foreign” sciences—the name applied mainly to the Greek sciences in early Islam—and continues into modern times to examine the interaction between Western European science and Islam. —G. Saliba

3 points. Not offered in 1999-2000.

II H

## **Turkic W 3940x**

### **The Literature and Cultural History of the Turks**

A survey of the literature and culture of the Turks in the context of their social and political history. Readings and analysis of works from pre-Islamic and (for the modern period) Western influences. Knowledge of Turkish not required. —K. Burrill

3 points.

## **Religion REL V 1102x**

### **Introduction to Asian Religion**

—J. Hawley

3 points.

II H

## **Religion REL V 2600y**

### **Hinduism**

—J. Hawley

3 points.

II H

## **Religion REL V 2601y**

### **Philosophies of India**

—G. Tubb

3 points. Not offered in 1999-2000.

II H

## **Religion REL V 2607x**

### **Buddhism: Indo-Tibetan**

—R. Thurman

3 points. Not offered in 1999-2000.

II H



ASIAN AND MIDDLE EASTERN CULTURES

<i>Religion</i> ISR V 2630y Islam —P. Awn 3 points.	II H
<i>Religion</i> REL V 2628y Buddhism: East Asian —R. Abé 3 points. TuTh 2:40–3:55	II H
<i>Religion</i> REL V 3593y Hindu Ethics 3 points. Not offered in 1999-2000.	II H
<i>Religion</i> REL V 3803x, Sec. 14 Krishna —J. Hawley 4 points. Not offered in 1999-2000.	II H
<i>Religion</i> REL V 3803x, Sec. 36 Seminar on Classical Sufi Texts —P. Awn 4 points.	II H
<i>Religion</i> REL V 3804y, Sec. 34 Tibetan Philosophy —R. Thurman 3 points. Not offered in 1999-2000.	II H
<i>Religion</i> REL V 3820y Religion and Society in Modern India —J. Hawley 4 points.	II H
<i>Religion</i> REL W 4342x Vedic Religion —L. Bulliet 3 points.	II H
<i>Women's Studies</i> WMS BC 3505x Women, Islam and Nationalism —A. Najmabadi 3 points.	II S
COMPARATIVE COURSES	
<i>History</i> HIS W 3950x World War II Undergraduate History Seminar —C. Gluck 4 points. Not offered in 1999-2000.	I S
<i>Political Science</i> POS BC 3414y Women, Gender, and the Third World 4 points.	I S
<i>Religion</i> REL V 3803x Religious Worlds of New York —J. Hawley 4 points.	I H

Also note offerings under departments of Anthropology, Art History, History, Political Science, Religion, Theatre, and Women's Studies.

## ASIAN LANGUAGE COURSES

Language and literature courses are offered through the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures. Consult the listings of these departments in the Columbia College and Graduate School of Arts and Sciences bulletins for all the languages offered and detailed descriptions of courses.

## GRADUATE COURSES

Certain graduate courses given in the University may be taken by majors, with the consent of the major adviser, to supplement department offerings. Consult the *Bulletin of the Graduate School of Arts and Sciences* for listings.

# BIOLOGICAL SCIENCES

1203 Altschul Hall  
General Biology Course Office: 911 Altschul Hall

854-2437  
854-2153

**Professors:** Philip V. Ammirato, Elizabeth S. Boylan (Provost), Paul E. Hertz<sup>1</sup>

**Associate Professor:** James P. Mohler (Chair), Jeanne S. Poindexter

**Assistant Professors:** Hilary S. Callahan, John Glendinning, Janet M. Larkin<sup>2</sup>, Ruth E. McChesney, Brian R. Morton<sup>3</sup>, Bruce A. O'Gara

**General Biology Laboratory Staff:**

**Director:** Alice M. Walrath

**Associate Director:** Kathleen Marquis

**Department Administrator:** Lorrin Johnson

<sup>1</sup>Absent on leave 1999-2000.

<sup>2</sup>Absent on leave Autumn term.

<sup>3</sup>Absent on leave Spring term.

Biology is a field that explores the structure, function, interactions, and evolution of living organisms. Some of the most exciting issues of our era, such as those relating to biotechnology, genetic engineering, environmental problems, and health, require a strong background in biology. At Barnard, courses cover molecular biology; the fine structure, development, and physiology of cells, tissues, and organs; the development, behavior, and structure of organisms; evolution; and the ecology of populations and communities.

Many students specialize in Biology in preparation for a career in medicine, dentistry, public health, or nutrition, while others anticipate graduate work in one of the many sub-fields of biology leading to a teaching and/or research career. Still others plan futures as scientific writers, illustrators, or photographers, or as researchers in industry, government, or environmental law.

Equipment available at Barnard includes a Philips 2085 transmission electron microscope and an ISI SX-40 scanning electron microscope with accessory equipment, photomicrographic and darkroom instruments, microcomputers, a scintillation counter, an ultracentrifuge, an automated oxygen analyzer, a PCR thermocycler, a chemostat, and computer-based neurophysiology data acquisition systems. The facilities include an autoradiography facility, constant temperature rooms, darkrooms, an animal care facility, and a newly built state-of-the-art greenhouse. A Biology Club, originated and governed by students and sponsored by the department, presents seminars and activities of interest.

Students are encouraged to do summer work in biological laboratories or field stations. Financial assistance for such work may be awarded to qualified students through the Edna Henry Bennett Memorial Scholarship Fund, the Herbert Maule Richards Fund, the Maura Shannon Barrett '83 Internship Fund, or the Donald and Nancy Ritchie Fund. The department maintains a file of summer courses and research stations, and information on available funds can be obtained in the department office. Support for participation or assistance in the research of the Barnard faculty is available from research grants and program grants. Advanced students may also work as Teaching Assistants in introductory courses.

The Barnard Biology Department offers several options at the introductory level; students should select courses on the basis of their prior preparation and background in Biology. For students with little prior experience, BC 1001x provides an appropriate introduction to important concepts in the field. Biology BC 1002y expands upon that introduction with detailed discussions of three important topics. Both BC 1001 and BC 1002 include a laboratory component and together fulfill Barnard's laboratory science requirement (though neither course receives credit for the Biology major). Alternatively, a student who is interested in an intensive treatment of the field in preparation for advanced study in Biology



may enter the 2000-level sequence (BC 2001y) immediately after completing BC 1001x.

However, students who enter Barnard with a strong background in Biology should enroll directly in the 2000-level sequence. The four 2000-level courses (two lecture courses and two laboratory course) comprise an introduction that is suitable for potential Biology majors, majors in the other sciences, and students interested in the health professions. The 2000-level introductory courses are prerequisites for upper-level courses in the department. Either BC 2001 or BC 2002 may be taken first.

Students who have passed the Advanced Placement examination with a grade of 4 or 5 and of satisfactory laboratory experience are exempt from BC 1001 and receive 3 points of AP credit. A laboratory notebook may be submitted to the department for a possible 1-1/2 points of additional credit. Students who receive AP credit with a grade of 4 or 5 may complete the science requirement with BC 1002. If a student anticipates further study of Biology or other natural sciences, she should instead enroll in the 2000-level sequence; completion of either BC 2003 or BC 2004 and either BC 2001 or BC 2002 will fulfill the science requirement for a student who receives AP credit.

## REQUIREMENTS FOR THE MAJOR

The curriculum for Biology majors is designed to satisfy the needs of students who plan to engage in postgraduate study of Biology or medically oriented fields and to complement the general education mission of a liberal arts college. The minimum requirements for a major in Biology are listed below:

**Introductory Biology.** Students must complete a year of introductory biology, including the laboratory (BC 2001, 2002, 2003, 2004, or equivalent).

**Three Core Lecture Courses.** One lecture course must be selected from each of the following three categories:

- |            |                          |    |         |   |
|------------|--------------------------|----|---------|---|
| 1. BC 3302 | <i>Molecular Biology</i> | or | BC 3310 | <i>Cells and Tissues</i>                |
| 2. BC 3340 | <i>Plant Physiology</i>  | or | BC 3360 | <i>Animal Physiology</i>                |
| 3. BC 3380 | <i>Evolution</i>         | or | BC 3372 | <i>Population and Community Ecology</i> |

**Three Elective Lecture Courses.** Students must take three additional lecture courses in Biology. Any biology lecture course can be chosen, including core courses not used to fulfill that requirement. Courses should reflect the diversity of the offerings. At least one course in genetics and one in organismal biology are recommended. Courses numbered at the 3200-level are particularly appropriate for sophomores who have completed the 2000-level sequence; courses at the 3300 level are more advanced and may require additional prerequisites. Appropriate lecture courses at Columbia University may be used to satisfy the lecture requirement with the prior permission of the department chair.

**Three Elective Laboratories.** Students must complete at least three laboratories beyond Introductory Biology; at least one of the three must be a 3300-level course. Laboratories may require a lecture course as a corequisite or prerequisite; such requirements are specified in the course descriptions below. A student may count a Guided Research project (BC 3591) as an elective laboratory in accordance with the guidelines listed below; however, only one term of Guided Research will receive credit toward the major. Biology laboratories at Barnard require a lab fee of \$50 per course. Appropriate biology laboratories at Columbia University may be used to satisfy the lab requirement, as may those taken at other institutions, with permission of the department chair.

**Senior Seminar or Individual Research with Seminar.** Students must enroll in one section of the *Senior Seminar* (BC 3590) or complete a Guided Research project in the laboratory of a member of the Barnard Biology Department (BC 3591 or BC 3597), including concurrent participation in the *Research Seminar* (BC 3595). If a student completes a Guided Research project in lieu of the senior seminar, she may not also use a Guided

Research project to fulfill part of the laboratory requirement.

**Chemistry Requirement.** One year of Chemistry with laboratory, including one term of Organic Chemistry, is required (Chemistry BC 1601, BC 3328, and BC 3230).

Participation in a special project (Biology BC 3591 or BC 3592) is highly recommended. These courses give the student an opportunity to conduct independent laboratory research. Both intradepartmental (BC 3591) and extradepartmental (BC 3592) projects require the approval of a faculty member in the department who serves as sponsor (intradepartmental projects) or as cosponsor (extradepartmental projects). All projects must involve planning, experimentation, and interpretation of results, and all require a formal report written in journal style. A Guided Research project (BC 3591) may be used in lieu of a Senior Seminar or an Elective Laboratory to fulfill Biology major requirements; however, Guided Research that is to be counted toward the major requires concurrent enrollment in the Research Seminar (BC 3595). Only one term of Guided Research will receive credit toward the major. Intradepartmental projects are graded by letter grade or Pass/D/Fail at the option of the faculty sponsor. Extradepartmental projects (BC 3592) earn only pass or fail grades; they do not fulfill any major requirements, but they do receive college credit.

Entering first-year students who plan to major in biology are encouraged to take these chemistry courses in addition to Biology BC 2001, 2002, 2003, and 2004 in their first year. Some upper-level biology courses require a second term of organic chemistry (Chemistry BC 3231, *Organic Chemistry II*). Students interested in attending graduate or professional schools should take additional chemistry courses (Chemistry BC 3232, *Intermediate General Chemistry*; BC 3338, *Quantitative and Instrumental Techniques Laboratory*) and in addition, one year each of calculus and physics; a course in statistics is also recommended. Graduate work generally requires a working knowledge of one or more foreign languages.

Students interested in the health sciences should register with the Pre-Professional Office during their first two years and should take the MCAT exam at the end of their junior year.

## REQUIREMENTS FOR THE MINOR

A minor in Biology must have one year of introductory biology (BC 2001, BC 2002, BC 2003, BC 2004), three additional lecture courses, and two additional laboratories. Biochemistry, Chemistry, Environmental Science, Physics, and Psychology majors need take only one advanced laboratory instead of two.

Requirements for the major in Environmental Biology are listed alphabetically. See page 187.

## COURSES OF INSTRUCTION

### BIO BC 1001x

#### Revolutionary Concepts in Biology

An exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach. (*Course does not fulfill Biology major requirements or premedical requirements.*) —P. Ammirato  
Enrollment in laboratory sections limited to 16 students per section.

4.5 points. Lecture MWF 9:00–9:50 Lab Tu or Th 9:00–11:50, W or F 10:00–12:50  
MTu or Th 1:10–4:00, or W 2:10–5:00

### BIO BC 1002y

#### Contemporary Issues in Biology

An exploration of modern biology as it pertains to contemporary issues. The first module examines the biology of viral pathogens of animal cells, in particular, the virus responsible for AIDS. The second module considers human physiology and health, focusing on major health issues. The third module explores population growth and resource use, emphasizing the uniqueness of human populations. Lab exercises intro-



duce biological techniques for studying these topics. (*Course does not fulfill Biology major requirements or pre-medical requirements.*) —R. McChesney, B. O’Gara, H. Callahan

*Prerequisites:* BIO BC 1001, or AP score of 4 or 5, or equivalent preparation and background. Enrollment in laboratory sections limited to 16 students per section.

4.5 points. Lecture MWF 9:00–9:50 Lab Tu or Th 9:00–11:50, W or F 10:00–12:50  
MTu or Th 1:10–4:00, or W 2:10–5:00

### **BIO BC 1099y**

#### **Science and Scientists**

Discussions led by research scientists from Barnard, Columbia, and other institutions. Topics include identifying research problems and conducting scientific research as well as recent conceptual and technical developments in science. —B. O’Gara

*Enrollment limited to 16 first- & second-year students.*

1 point. W 2:10–4:00

### **BIO BC 2001y**

#### **Molecular, Cellular, & Developmental Biology**

A detailed introduction to cellular and subcellular biology; cell structure and function; biochemical analysis of metabolic and catabolic pathways; molecular biology and the biogenesis of cell components; genetics and the biology of inheritance; patterns of development, embryology through neurulation. —J. Larkin  
*Course suitable for fulfillment of premedical requirements. Prerequisites:* BIO BC 1001 or AP score of 4 or higher, or equivalent preparation.

3 points. MWF 9:00–9:50

### **BIO BC 2002x**

#### **Physiology, Ecology, and Evolutionary Biology**

A detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics. —J. Glendinning

*Course suitable for fulfillment of premedical requirements. Prerequisites:* BIO BC 1001 or AP score of 4 or higher, or equivalent preparation.

3 points. MWF 9:00–9:50

### **BIO BC 2003x**

#### **Biodiversity Laboratory**

A laboratory-based introduction to the five kingdoms of living organisms; anatomy, physiology, evolution, and systematics of major groups; laboratory techniques for studying specialized adaptations. —H. Callahan  
*(Course suitable for fulfillment of premedical requirements.) Prerequisites:* BIO BC 1001, or AP score of 3 or higher. Enrollment limited to 16 students per section.

2 points. Lab Tu or Th 9:00–11:50, W or F 10:00–12:50  
MTu or Th 1:10–4:00, or W 2:10–5:00

### **BIO BC 2004y**

#### **Biological Experimentation Laboratory**

A laboratory-based introduction to experimental biology; classic and modern approaches to the investigation of growth, development, reproduction, heredity, environmental influences, enzymes, and correlation between structure and function. Experimental design, practical techniques, and data interpretation. —J. Poindexter

*Course suitable for fulfillment of premedical requirements. Prerequisites:* BIO BC 1001 or AP score of 3 or higher. Enrollment limited to 16 students per section.

2 points. Lab Tu or Th 9:00–11:50, W or F 10:00–12:50  
MTu or Th 1:10–4:00, or W 2:10–5:00

### **BIO BC 3200x**

#### **Genetics**

Genetics of eukaryotes, prokaryotes, and viruses, with special emphasis on human genetics; segregation; recombination, mapping, and the measurement of linkage; cytogenetics; population genetics; molecular



genetics. —B. Morton

*Prerequisite:* BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. TuTh 10:35–11:50

## **BIO BC 3201x**

### **Laboratory in Genetics**

Exercises in the use of *Drosophila*, *Neurospora*, bacteria, and bacteriophages to illustrate basic genetic principles and to investigate population genetics, linkage, and recombination, and biochemical genetics; techniques used in human genetics and cytogenetics. —B. Morton

*Prerequisite or corequisite:* BC 3200 or the equivalent. Enrollment limited to 16 students per section.

Recitation and laboratory.

3 points.

## **BIO BC 3240y**

### **Plant Biology**

A survey of systems level biology of plants: reproductive biology, physiology, anatomy, morphology, and evolution. —H. Callahan

*Prerequisite:* BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. TuTh 10:35–11:50

## **BIO BC 3241y**

### **Laboratory in Plant Biology**

Studies of the structure, ecology, and evolution of plants. Laboratory exercises include field problems, laboratory experiments, plant collections and identification, and examination of the morphology of plant groups. —H. Callahan

*Prerequisite or corequisite:* BC 3240. Enrollment limited to 16 students.

3 points.

## **BIO BC 3250x**

### **Invertebrate Zoology**

The biology of invertebrate animals: comparative structure and physiology of the cells, tissues, and organs of invertebrates; the development, behavior, and evolution of these animals, stressing their adaptations to marine, freshwater, and terrestrial habitats. —J. Larkin

*Prerequisite:* BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

## **BIO BC 3251x**

### **Laboratory in Invertebrate Zoology**

Studies on the adaptive biology of invertebrate animals. A survey of major and minor phyla of invertebrates, including observations and other studies of living animals. One-third of the course will be devoted to an independent project involving electron microscopy, anatomy, physiology, behavior, or ecology. —J. Larkin

*Prerequisite or corequisite:* BC 2001, 2002, 2003, 2004, or the equivalent. BC 3250 is recommended as a prerequisite or corequisite, but is not required. Enrollment limited to 16 students.

3 points.

## **BIO BC 3252y**

### **Animal Development**

An introduction to animal development stressing the mechanisms that control developmental processes. Topics include spermatogenesis, oogenesis, fertilization, cleavage, establishment of the body plan, cellular events in gastrulation and morphogenesis, and control of gene expression in development. —J. Mohler

*Prerequisites:* BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

## **BIO BC 3260y**

### **Vertebrate Zoology**

A systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history,

body architecture, energetics, locomotion, feeding, and behavior. —P. Hertz

*Prerequisite:* BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

**BIO BC 3280y**

**Animal Behavior**

Introduction to animal behavior; physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology). —J. Glendinning

*Prerequisite:* BC 2001, 2002, 2003, 2004, or one year of psychology.

3 points. MWF 10:00–10:50

**BIO BC 3302x**

**Molecular Biology**

An introduction to molecular biology. Topics include: genome organization, DNA replication, regulation of RNA synthesis, protein synthesis, macromolecular cell biology, and control of gene expression in development. —J. Mohler

*Prerequisites:* BC 2001 or the equivalent and a year of chemistry, including one term of organic chemistry with laboratory.

3 points. MWF 9:00–9:50

**BIO BC 3303y**

**Laboratory in Molecular Biology**

An introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning. —J. Mohler

*Prerequisite or corequisite:* BC 3302 or permission of the instructor. Enrollment limited to 16 students.

3 points. Tu 1:10–6:00

**BIO BC 3305y**

**Project Laboratory in Molecular Biology**

A project laboratory in molecular biology of *Drosophila*. Experiments will include isolation of phage, plasmid, and genomic DNA: screening of DNA libraries; restriction mapping, Southern analysis, and characterization of RNA transcripts. Project will characterize a particular unknown *Drosophila* sequence and RNA derived in vivo from that DNA. —J. Mohler

*Prerequisite:* BC 3302 or permission of the instructor; Chemistry BC 3355x is recommended. Enrollment limited to 12 students.

5 points.

**BIO BC 3310y**

**Cells and Tissues**

Structural, molecular, and physiological aspects of cells and tissues in vertebrate animals; electron microscopic studies of the structure of cell organelles; modern concepts of function. —J. Larkin

*Prerequisites:* BC 2001, 2002, 2003, 2004, or the equivalent, and one advanced biology course. A year of chemistry, including organic chemistry, is required.

3 points. MWF 11:00–11:50

**BIO BC 3311y**

**Laboratory in Cell and Tissue Biology**

Correlated light microscopic and electron microscopic analyses of the structure of tissues and organs of vertebrate animals; demonstrations and practice in histochemical, light microscopic, and electron microscopic techniques. —J. Larkin

*Prerequisite or corequisite:* BC 3310 or the equivalent. Enrollment limited to 16 students.

3 points.

**BIO BC 3320x****Microbiology**

Study of prokaryotic and selected eukaryotic microorganisms with regard to cell structure, physiology, and metabolism; genetic mechanisms and interrelationships in bacteria. Some aspects of applied microbiology, the role of microorganisms in natural processes, aspects of pathogenicity and immunity to disease. —J. Poindexter

*Prerequisites:* BC 2001, 2002, 2003, 2004, and one semester of organic chemistry.

3 points. MWF 12:00–12:50

**BIO BC 3321x****Laboratory in Microbiology**

Provides experience in the isolation, cultivation, and preservation of pure cultures of microorganisms from natural populations. Methods used for study of cell structure, growth, physiology, and genetics of bacteria will be followed by a small independent project. —J. Poindexter

*Prerequisite or corequisite:* BC 3320. Enrollment limited to 16 students. Recitation and laboratory.

3 points. Tu 1:10–4:00 and Th 1:10–3:00

**BIO BC 3340y****Plant Physiology**

Processes of metabolism, nutrition, growth, and development of green plants; photosynthesis, respiration, nitrogen and intermediate metabolism, water and solute uptake and transfer, translocation, plant growth regulators, tropisms and nasties, photoperiodism, vernalization, dormancy senescence, and death. —P. Ammirato

*Prerequisites:* BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. TuTh 9:00–9:50

**BIO BC 3341y****Laboratory in Plant Physiology**

Determination of water potential and transpiration rates. Solute uptake and mineral deficiency studies. The Hill reaction. CO<sub>2</sub> compensation points and respiration rates. Extraction, separation, and identification of amino acids, nucleic acids, and plant hormones. Bioassay procedures with whole plants and cell cultures. Studies of phytochrome controlled germination and photomorphogenesis. —P. Ammirato

*Prerequisite or corequisite:* BC 3340. Enrollment limited to 16 students.

3 points. W 1:10–6:00

**BIO BC 3342y****Plant Development**

Process of growth, differentiation, and organization in plants; major morphogenetic events in the transition from zygote to flowering plant; hormonal and environmental effects and mechanisms of action. —P. Ammirato

*Prerequisites:* BC 2001, 2002, 2003, 2004, or the equivalent, and one semester of organic chemistry.

3 points.

**BIO BC 3343y****Laboratory in Plant Development**

An experimental approach to patterns, processes, and control mechanisms of plant development. Meristems and cell differentiation; embryogenesis and organogenesis; responses to hormones and environmental variables. Work with whole plant, organ, and cell cultures. —P. Ammirato

*Prerequisite or corequisite:* BC 3342. Enrollment limited to 16 students.

3 points.

**BIO BC 3360x****Animal Physiology**

Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates. —J. Glendinning

*Prerequisites:* Three semesters of biology and one semester of organic chemistry.

3 points. MWF 11:00–11:50



**BIO BC 3361y****Laboratory in Animal Physiology**

Physiographic recording of cardiac, respiratory, and muscle function. Other exercises include enzyme kinetics, active transport, and exercise physiology. —J. Glendinning

*Prerequisite or corequisite:* BC 3360. *Enrollment limited to 16 students. Recitation and laboratory.*

3 points. Tu 1:10–6:00

**BIO BC 3362x****Neurobiology**

Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry; nervous system development. —B. O’Gara

*Prerequisites:* BC 2001, 2002, 2003, 2004, or the equivalent, and one semester of organic chemistry. BIO BC 3360 or PSY BC 1117 or BC 1119 is recommended.

3 points. TuTh 9:10–10:25

**BIO BC 3363y****Laboratory in Neurobiology**

Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential. —B. O’Gara

*Prerequisite or corequisite:* BIO BC 3362. *Enrollment limited to 16 students.*

3 points. W 1:10–6:00

**BIO BC 3370x****General Ecology**

Effects of selected physicochemical environmental factors on organisms in populations and communities; characteristics of major terrestrial and aquatic ecosystems; human influences on the environment. —Instructor TBA

*Prerequisites:* BIO BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

**BIO BC 3372x****Population and Community Ecology**

Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography. Lectures integrate theory with empirical studies. —Instructor TBA

*Prerequisites:* BIO BC 2001, 2002, 2003, 2004, and any additional biology course.

3 points. MWF 10:00–10:50

**BIO BC 3373x****Laboratory in Ecology**

The definition of ecological problems in experimentally tractable ways; the design of experiments and analysis of ecological data; class projects on population ecology. Students conduct individual projects during last month of term. —Instructor TBA

*Prerequisite or corequisite:* BC 3370 or BC 3372. *Enrollment limited to 16 students.*

3 points. M 1:10–6:00

**BIO BC 3374y****Epidemiology**

Principles of epidemiology and the application of epidemiologic methods to the study of populations.

Topics include study designs in epidemiology; determinants of exposure and outcome; analytic issues in acute, communicable, and chronic disease epidemiology; introductory genetic, molecular, and environmental epidemiology. —R. McChesney

*Prerequisites:* BC 2001, 2002, or the equivalent.

3 points.

## **BIO BC 3380x**

### **Evolution**

A study of the process of evolution with emphasis on the mechanisms underlying evolutionary change. Topics include rates and direction of evolution, genetics of the evolutionary process, adaptive significance of sex and life history variation, coevolution. —B. Morton

*Prerequisites:* BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. MWF 11:00–11:50

## **BIO BC 3386y**

### **Biometry**

Application of quantitative approaches and statistical methods to the analysis of biological problems; data collection, descriptive statistics, probability theory, inferential statistics. Computer applications for data analysis. Examples to be drawn from contemporary biology. —R. McChesney

*Prerequisites:* BC 2001, 2002, 2003, 2004, college-level algebra, or the equivalent. Enrollment limited to 16 students.

4 points. MWF 9:00–9:50 and practicum

## **BIO BC 3590x, y**

### **Senior Seminars in Biology**

Required of all majors who do not select Guided Research (BIO BC 3591) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section.

4 points.

#### **1. Plant Biotechnology**

—P. Ammirato

#### **2. Evolutionary Ecology**

—P. Hertz

#### **3. Molecular and Development Genetics**

—J. Mohler Th 4:10–6:00

#### **4. Ecology**

—H. Callahan Th 4:10–6:00

#### **5. Virus Structure and Propagation**

—J. Poindexter

#### **6. Neurobiology**

—B. O'Gara F 12:10–2:00

#### **7. Population Health**

—R. McChesney

#### **8. Molecular Regulation of Intracellular Trafficking**

—J. Larkin

#### **9. Molecular Evolution**

—B. Morton

## **BIO BC 3591x, y**

### **Guided Laboratory Research**

Independent research in the department to suit the needs of the individual student in consultation with faculty sponsor. Participation in department Research Seminar (BC 3595) required.—Staff

*Prerequisites:* Three semesters of college biology and permission of a faculty sponsor. Corequisite: BC 3595.

Graded with a letter grade or P\*/D/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements.

1–4 points.

**BIO BC 3592x, y**

**External Research in Biology**

Research projects conducted outside the department developed in consultation with a faculty member who serves as cosponsor. —Staff

*Prerequisites:* Three semesters of college biology and permission of a faculty cosponsor. 1-4 points. Hours

*TBA NOTE: BC 3592 does not receive credit toward the biology major. Graded P\*/D/F.*

**BIO BC 3593x-3594y**

**Research and Seminar in Biopsychology**

Independent research under faculty supervision culminating in a research paper and oral presentation. Throughout the year, weekly seminars will be used to discuss research approaches, methodological difficulties, and data analysis. —Staff

*Prerequisites:* Six of the required courses for the biopsychology major.

4 points.

**BIO BC 3595 x,y**

**Research Seminar**

Discussions of approaches to research, methods of scientific communication, and the presentation of scientific data, culminating in a paper and oral report of the results of a research project guided by a faculty sponsor. —x: R.McChesney; y: J. Poindexter

*Corequisite:* BC 3591.

1 point.

**BIO BC 3597 x,y**

**Guided Library Research**

Independent library-based research in consultation with Barnard faculty sponsor to suit the needs of the individual student.

*Prerequisite or corequisite:* Research Seminar

(BC 3595) and fulfillment of all requirements of the Research Seminar. Weekly meetings with research mentor. Graded with a letter grade or P\*/D/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements.

1-4 points.

**Women's Studies WMS BC 1003x**

**Introduction to Women's Health**

—R. McChesney

3 point. MW 4:10–5:25



**Advisers:** John Glendinning (Biological Sciences), Rae Silver (Psychology)

The program in Biopsychology is jointly administered by the departments of Biological Sciences and Psychology, and students should maintain contact with the advisers in both departments. A major in Biopsychology provides a strong background in the behavioral sciences and is intended for students who plan to pursue a research career in Biopsychology or Behavioral/Cognitive Neuroscience or related disciplines. Students electing this track are exposed to basic courses in Biology and Psychology and advanced courses necessary for the study of behavior. All students engage in two semesters of independent research in the senior year. Substitutions for required courses may be allowed with the approval of both advisers. To become a Biopsychology major, students must have completed at least two required courses in each discipline (Biology, Chemistry, and Psychology) before the beginning of their junior year with a B average in these courses, and a Senior Essay written as part of BIO BC 3593-94.

Students may also arrange interdisciplinary programs by electing a major in either Psychology or Biological Sciences and a minor in the other discipline, or by planning a double major. **There is no minor in Biopsychology.**

## REQUIREMENTS FOR THE MAJOR

Psychology	BC 1001	<i>Introduction to Psychology</i>
Biology	BC 2001, 2002, 2003, 2004	<i>Introductory Biology</i>
Psychology	BC 1105	<i>Psychology of Learning with Laboratory</i>
Biology	BC 3280	<i>Animal Behavior</i>
Biology/Psych	BC 3593-BC 3594	<i>Research and Seminar in Biopsychology</i>

One of the following courses:

Biology	BC 3386	<i>Biometry</i>
Psychology	BC 1101	<i>Statistics</i>

Two of the following courses; one must include the associated laboratory:

Psychology	BC 1117 or BC 1119	<i>Physiological Psychology</i>
Biology	BC 3360/3361	<i>Animal Physiology/Physiology Laboratory</i>
Biology	BC 3362/3363	<i>Neurobiology/Neurobiology Laboratory</i>

Two advanced courses selected from different categories below:

I.	Psychology BC 2154	<i>Hormones and Reproductive Behavior</i>
	Psychology BC 3378	<i>Females and Males</i>
	Psychology BC 3169	<i>Developmental Psychobiology</i>
II.	Biology BC 3372	<i>Population and Community Ecology</i>
	Biology BC 3380	<i>Evolution</i>
III.	Psychology BC 3164	<i>Perception and Language</i>
	Psychology BC 3177	<i>Psychology of Drug Use and Abuse</i>
	Psychology BC 3375	<i>Organization of Movement</i>
	Psychology BC 3374	<i>Theories of Learning</i>
	Psychology BC 3380	<i>Fundamentals of Neuropsychology</i>
IV.	Biology BC 3200	<i>Genetics</i>
	Biology BC 3302	<i>Molecular Biology</i>
	Biology BC 3310	<i>Cells and Tissues</i>
	Biology-Chemistry C3501	<i>Biochemistry</i>
	Biochemistry G 4021	<i>General Biochemistry</i>

## Cognate Courses

The following chemistry courses are required: BC 1601, BC 3328, and BC 3230. Students are encouraged to take additional courses in chemistry, physics, and math if they intend to apply to medical or graduate schools.

**Professors:** Sally Chapman<sup>2</sup> (Chair Autumn), Leslie Lessinger<sup>1</sup> (Chair Spring)

**Assistant Professors:** Linda Doerrer, Daniel Robie, Christian Rojas, Ann Shinnar

**Director of General Chemistry Laboratories:** Olympia Jebejian

**Director of Organic Chemistry Laboratories:** Meenakshi Rao

**Associates:** Frances Feerst, Toby Holtz, Colette Levi, Suqing Liu, Jarka Paruchova, Ying Xie

<sup>1</sup> Absent on leave Autumn term.

<sup>2</sup> Absent on leave Spring term.

Chemistry is the study of the nature of substances and their transformations. In a three-year sequence of core courses, a chemistry or biochemistry major gains familiarity with the basic areas of the field: inorganic, organic, physical, and analytical chemistry. In addition, she acquires sufficient skill in the laboratory so that she is prepared for independent research.

Students who have taken the Advanced Placement Test may be given advanced placement and one semester's lecture credit with scores of 4 or 5.

The laboratories of the department are modern and well equipped both for coursework and for independent projects. Students may undertake independent research projects under the guidance of members of the department during the academic year or the summer; some student work has been published in chemical journals. Opportunities are also available for undertaking research projects with members of the staff of one of the many medical schools or research institutions in New York City, as well as with the Columbia faculty.

Students wishing to fulfill the minimum two-year chemistry requirement for medical school should take Chemistry BC 1601, *General Chemistry*; Chemistry BC 3328, BC 3230, and BC 3231, *Organic Chemistry I and II* with laboratory; and Chemistry BC 3232, *Intermediate General Chemistry*. The laboratory courses Chemistry BC 3333 and 3338 are recommended.

Credit will not be given for any course below the 3000 level after completing Chemistry BC 3230 or its equivalent.

The laboratory fee covers the cost of non-returnable items, laboratory manuals, chemicals, and other consumable supplies, as well as reasonable breakage. Enrollment is limited in all laboratories; students must sign up during the pre-registration period.

## REQUIREMENTS FOR THE MAJOR

Two majors are offered by the department: chemistry and biochemistry. A major examination is required for both chemistry and biochemistry; there is no senior essay required for either. Qualified seniors are invited to participate in the senior honors program in which they carry out a year-long research project leading to a thesis.

### Chemistry

A student who is interested in chemistry should consult any member of the department during her first year. In the first year she should take Chemistry BC 1601, BC 3328, and BC 3230, and start or continue the study of calculus. It is then possible for her to fulfill the basic requirements for the major in three years and to take advanced courses in the senior year. After completing the undergraduate curriculum, students are encouraged to take graduate courses in chemistry or biochemistry at Columbia, and to undertake independent research projects.



# CHEMISTRY

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Courses required for the chemistry major are:

Chemistry BC 1601	<i>General Chemistry I</i>
Chemistry BC 3328, 3230	<i>Organic Chemistry I with Laboratory</i>
Chemistry BC 3231	<i>Organic Chemistry II</i>
Chemistry BC 3335	<i>Modern Techniques of Organic Chemistry Laboratory</i>
Chemistry BC 3340	<i>Quantitative and Instrumental Techniques Laboratory</i>
Chemistry BC 3252	<i>Introduction to Thermodynamics and Kinetics</i>
Chemistry BC 3253	<i>Structure, Bonding, and Spectroscopy</i>
Chemistry BC 3254	<i>Methods and Applications in Physical Chemistry</i>
Chemistry BC 3271	<i>Inorganic Chemistry</i>
Chemistry BC 3365, 3368	<i>Physical Chemistry Laboratory</i>
Mathematics	<i>Calculus I and II in any sequence (S, A, or honors)</i>
Physics BC 1206, 1207	<i>Calculus-based Physics with Laboratory</i>
or V 1301, 1302 with V 1391, 1392,	
or C 1401, 1402 with C 1491, 1492	

Recommended: *Calculus III*.

A list of major requirements, several possible course sequences, and information about the major examination may be obtained from any member of the department.

Research experience is strongly recommended for students planning graduate study. Students interested in taking Chemistry BC 3599 should consult with individual faculty members about the research problems currently being investigated.

## Biochemistry

Courses required for the biochemistry major are:

Chemistry BC 1601	<i>General Chemistry I</i>
Chemistry BC 3328, 3230	<i>Organic Chemistry I with Laboratory</i>
Chemistry BC 3231	<i>Organic Chemistry II</i>
Chemistry BC 3333	<i>Modern Techniques of Organic Chemistry Laboratory</i>
Chemistry BC 3338	<i>Quantitative and Instrumental Techniques Laboratory</i>
Chemistry BC 3252	<i>Introduction to Thermodynamics and Kinetics</i>
Chemistry BC 3253	<i>Structure, Bonding, and Spectroscopy</i>
Chemistry BC 3254	<i>Methods and Applications in Physical Chemistry</i>
Mathematics	<i>Calculus I and II in any sequence (S, A, or honors)</i>
Physics BC 1206, 1207	<i>Calculus-based Physics with Laboratory</i>
or V 1301, 1302 with V 1391, 1392,	
or C 1401, 1402 with C 1491, 1492	
Biology BC 2001, 2002,	<i>General Biology with Laboratory</i>
with 2003 or 2004	
Chemistry BC 3282	<i>Biological Chemistry</i>
or Biology-Chemistry C 3501	<i>Biochemistry I</i>
Biology BC 3302	<i>Molecular Biology</i>
or Biology-Chemistry C 3512	<i>Molecular Biology</i>
Chemistry BC 3355	<i>Biochemistry Laboratory Techniques</i>

A 3-point elective course from a list of approved Biology and Chemistry courses.

A list of major requirements, including the courses from which the advanced laboratory and lecture electives are to be selected, and information about the major examination, may be obtained from any member of the department.



## REQUIREMENTS FOR THE MINOR

Courses required for the Chemistry minor are: Chemistry BC 1601, BC 3328, BC 3230, BC 3231, BC 3333, BC 3338, and BC 3232, BC 3252, BC 3271, or BC 3282. There is no minor in Biochemistry.

## COURSES OF INSTRUCTION

### **CHE BC 1601x**

#### **General Chemistry I**

Particulate nature of matter in various states; chemical transformations, especially of ionic substances; properties of gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry; laboratory experience with both qualitative and quantitative techniques. —S. Chapman  
*Prerequisite:* Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).

5 points. Lecture: TuTh 9:10–10:25; Recitation and laboratory one afternoon: M–F 1:10–5:00.

Lecture and lab must be taken together unless permission of the instructor is given at the time of program filing.  
 Laboratory fee: \$28.

### **CHE BC 1602y**

#### **General Chemistry II**

Kinetics and mechanisms of chemical reactions; nuclear chemistry and radioactivity; atomic and molecular structure; selected topics in environmental chemistry, organic chemistry, and biochemistry. —A. Shinnar  
*Prerequisite:* BC 1601 or permission of the instructor. Students who have completed BC 3230 or its equivalent may not subsequently receive credit toward the degree for BC 1602. Primarily for majors in fields other than science.

5 points. Lecture: TuTh 9:10–10:25; Recitation and laboratory: M 1:10–5:00. Laboratory fee: \$28.

### **CHE BC 1702y**

#### **General Chemistry II Laboratory**

Laboratory portion of Chemistry BC 1602. —Staff

*Prerequisite:* General Chemistry I with laboratory. *Corequisite:* General Chemistry II lectures or equivalent and permission of the instructor.

2 points. Laboratory fee: \$28. Lecture. Recitation and laboratory: M 1:10–5:00.

### **CHE BC 3328y**

#### **Introductory Organic Chemistry Laboratory**

Basic techniques of experimental organic chemistry. Principles and methods of separation, purification, and characterization of organic compounds. Selected organic reactions. —M. Rao and staff  
*Prerequisite:* BC 1601 or equivalent with grade of C or better, or BC 1601 and BC 1602 or equivalent.

*Corequisite:* BC 3230 or equivalent.

2.5 points. Lecture and laboratory one afternoon: M–F 1:10–5:30. Laboratory fee: \$35.

### **CHE BC 3230y**

#### **Organic Chemistry I**

Atomic and molecular structure; introduction to aliphatic and aromatic chemistry with emphasis on modern theories; organic reaction mechanisms, stereochemistry, and spectroscopy. —C. Rojas

*Prerequisite:* BC 1601 or equivalent with a grade of C or better, or BC 1601 and BC 1602 or equivalent. Credit will not be given for any course below the 3000 level after completing Chemistry BC 3230 or its equivalent.

3 points. Lecture: TuTh 9:10–10:25; Problem section: F 12:00–12:50.

### **CHE BC 3231x**

#### **Organic Chemistry II**

Continued treatment of the topics of Organic Chemistry I with extensions and an introduction to biological compounds and bio-macromolecules. —Instructor TBA

*Prerequisite:* BC 3230.

3 points. Lecture: MWF 10:00–10:50; Problem section: Tu 12:00–12:50

## **CHE BC 3232y**

### **Intermediate General Chemistry**

Selected aspects of general chemistry, primarily for premedical and biological science students without the background for Chemistry BC 3252. Thermodynamics, equilibrium, kinetics, complex ions and coordination compounds, and radiochemistry, with applications to analytical chemistry and biochemistry. —Instructor TBA

*Prerequisites:* BC 1601 and Organic Chemistry I. BC 3230 may be taken as a corequisite with permission of the instructor. Optional parallel laboratory work: BC 3338. Chemistry C 1404 is not an acceptable equivalent for BC 3232.

3 points. Lecture: MWF 10:00–10:50.

## **CHE BC 3333x**

### **Modern Techniques of Organic Chemistry Laboratory**

Introduction to qualitative and quantitative organic analysis and to advanced techniques, emphasizing instrumental and chromatographic methods. Selected reactions. —C. Rojas

*Prerequisites:* BC 3230 and BC 3328. C 3543 is not acceptable. Corequisite: BC 3231.

3 points. Lecture: F 12:00–12:50; Laboratory one afternoon: M, Tu or Th 1:10–5:30. Laboratory fee: \$35.

## **CHE BC 3335x**

### **Modern Techniques of Organic Chemistry Laboratory**

Identical to BC 3333, plus a library problem, a short project, and additional preparative experiments. —C. Rojas

*Prerequisites:* BC 3328 and BC 3230. Corequisite: BC 3231.

5 points. Lecture: F 12:00–12:50; Laboratory two afternoons: TuTh 1:10–5:30. Laboratory fee: \$35.

## **CHE BC 3337x**

### **Modern Techniques of Organic Chemistry Laboratory**

*Prerequisite:* BC 3333x.

2 points. Laboratory one afternoon: M, Tu or Th 1:10–5:30. **Note:** CHE BC 3333x + 3337x = 3335x

## **CHE BC 3338y**

### **Quantitative and Instrumental Techniques Laboratory**

Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Applications of computers. —L. Doerrer and O. Jebejian

*Corequisite for students not majoring in chemistry or biochemistry:* BC 3232 or BC 3252.

3 points. Lecture: Tu 1:10–2:00; Laboratory one afternoon: Tu 2:00–6:00, or Th 1:10–5:00. Laboratory fee: \$35.

## **CHE BC 3340y**

### **Quantitative and Instrumental Techniques Laboratory**

Identical with BC 3338, but with a greater variety and number of experiments. —L. Doerrer and O. Jebejian

*Corequisite for students not majoring in chemistry or biochemistry:* BC 3232 or BC 3252.

5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00.

Laboratory fee: \$35.

## **CHE BC 3342y**

### **Quantitative and Instrumental Techniques Laboratory**

*Prerequisite:* BC 3338y.

2 points. Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00. **Note:** CHE BC 3338y + 3342y = 3340y

## **CHE BC 3252y**

### **Introduction to Thermodynamics and Kinetics**

Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques. —D. Robie

*Prerequisites:* CHE BC 3231, Physics I (Mechanics), and Calculus II.

4 points. Lecture: MWF 10:00–10:50 and F 12:00–12:50.

**CHE BC 3253x****Structure, Bonding, and Spectroscopy**

Introduction to quantum chemistry. The structure of atoms and molecules. Energy levels and spectra. —D. Robie

*Prerequisites:* Physics II and Calculus II.

4 points. Lecture: MWF 11:00–11:50 and M 12:00–12:50.

**CHE BC 3254y****Methods and Applications in Physical Chemistry**

Applications of thermodynamics to real systems; activities, electrochemistry. Transport properties. Kinetic theory of gases. Radiochemistry. Solids and crystallography. —L. Lessinger

*Prerequisites:* CHE BC 3252, 3253

4 points. Lecture: MWF 11:00–11:50 and M 12:00–12:50.

**CHE BC 3271x****Introduction to Inorganic Chemistry**

Structure and reactivity of inorganic compounds: bonding, reaction mechanisms, selected main group chemistry, transition metal chemistry, organometallics, clusters, catalysis, and bioinorganic chemistry. —L. Doerrer

*Prerequisite:* CHE BC 3230y.

3 points. Lecture: TuTh 9:10–10:25.

**CHE BC 3282y****Biological Chemistry**

Detailed introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids. Protein structure, allostery, enzyme mechanisms, and kinetics. Membranes. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes. Nucleoside and polynucleotide structure. Special topic: site-directed mutagenesis and protein engineering. —A. Shinnar

*Prerequisite:* One year of organic chemistry, one year of biology.

3 points. Lecture: MWF 9:00–9:50.

**CHE BC 3355x****Biochemistry Laboratory Techniques**

Fundamental techniques used in the isolation, characterization, and study of biomolecules. Homogenization, centrifugation, solvent extraction, salt fractionation, chromatography, electrophoresis, chemical and enzymic assays, enzyme kinetics, and simple genetic cell transformation methods. —A. Shinnar

*Prerequisites:* One year of Organic Chemistry, one year of Biology, four semesters of Chemistry and Biology laboratory, and CHE BC 3282 or Biology-Chemistry C 3501 or Biochemistry G 4021.

5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00.

Laboratory fee: \$45.

**CHE 3357x****Biochemistry Laboratory Techniques**

Identical to BC 3355, but experiments are modified to be accomplished in one laboratory period per week. This course may be of particular interest to biology and chemistry majors. —A. Shinnar

*Prerequisites:* Same as BC 3355.

3 points. Lecture: Tu 1:10–2:00; Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00.

Laboratory fee: \$35.

**CHE BC 3365x****Physical Chemistry Laboratory**

Experiments in kinetics, thermodynamics, and electrochemistry using instrumental methods; preparation and characterization of inorganic compounds; some computer applications. —D. Robie

*Prerequisites:* BC 3252 and BC 3338 or equivalent.

3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00. Laboratory fee: \$35.



# CHEMISTRY

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## **CHE BC 3368y**

### **Physical Chemistry Laboratory**

Experiments in various types of spectroscopy. —D. Robie

*Prerequisites:* Identical to those for BC 3365.

3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00.

## **CHE BC 3598x, 3598y**

### **External Problems in Chemistry**

Individual research projects at other institutions. —Staff

*Prerequisites:* Completion of laboratory courses BC 3333 and BC 3338. Mandatory pass/fail grading.

Permission of the instructor (a Barnard professor who will act as liaison) is required.

4 points.

## **CHE BC 3599x, 3599y**

### **Problems in Chemistry**

Individual research projects at Barnard. —Staff

*Prerequisites:* Completion of laboratory courses BC 3333 and BC 3338. Permission of the instructor required.

4 points. Eight hours by arrangement. Laboratory fee: \$35.

## **CHE BC 3901x-3902y**

### **Senior Honors Thesis**

Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. Weekly seminar. —Staff

*Enrollment restricted to seniors, by invitation of the department.*

4 points. Weekly class F 2:00–4:00 and 8 hours research TBA

## **SUMMER RESEARCH**

A number of fellowships for summer research are available in the department. Consult individual members of the department early in the spring semester about possible projects.

## **OTHER COURSES**

Attention is called to the following courses offered elsewhere in the University. All require at least four semesters of chemistry as prerequisites.

### **Biology-Chemistry BIOC C 3501x**

#### **Biochemistry I**

4 points.

### **Biology-Chemistry BIOC C 3512y**

#### **Molecular Biology**

3 points.

### **Chemistry CHE G 4103x**

#### **Advanced Inorganic Chemistry I**

4.5 points.

### **Chemistry CHE G 4147x**

#### **Advanced Organic Chemistry**

4.5 points.

### **Chemistry CHE G 4141y**

#### **Organic Spectroscopy**

4.5 points.

### **Chemistry CHE G 4231y**

#### **Chemical Kinetics**

4.5 points.

**Biology-Chemistry BIOC G 4170x**  
**Biophysical Chemistry**  
4.5 points.

**Chemistry CHE G 4221x**  
**Quantum Chemistry I**  
4.5 points.

**Professors:** Helene P. Foley (Chair)

**Assistant Professors:** Kristina Milnor, Nancy Worman<sup>1</sup>

Other officers of the University offering courses in Classics:

**Professors:** Roger S. Bagnall, Alan D. E. Cameron, James R. Coulter, Suzanne Saïd, Leonardo Tarán<sup>1</sup>, James E. G. Zetzel

**Associate Professors:** Carmela Franklin, Deborah T. Steiner, Gareth D. Williams<sup>2</sup>

**Assistant Professors:** Eleanor Dickey, Yun Lee Too

**Associate Professor of Modern Greek:** Karen Van Dyck

**Assistant in Modern Greek:** Marina Kotzamani

<sup>1</sup>Absent on leave 1999-2000. <sup>2</sup>Absent on leave Autumn term.

The objective of the department is to provide students with a knowledge of the language and an understanding of the literature and civilization of the ancient Greeks and Romans. The close cooperation of Barnard and Columbia in planning and implementing the curriculum offers students a wide range of specialties from which to construct a sound and coherent program of studies according to their individual interests. All members of the Barnard department are available as advisers and should be consulted as early as possible in the planning of a major program.

Students may fulfill the foreign language requirement in Greek by completing Greek V 1201 and V 1202, or in Latin by completing Latin V 1201 and V 1202, or by completing one semester of study above Greek V 1201 and V 1202 or Latin V 1201 and V 1202, or by passing an exemption examination with a sufficiently high grade. This examination tests the student's knowledge of grammar and her ability to translate written Greek or Latin.

The Classics Department is the beneficiary of the Matthew Alan Kramer Fund, whose principal purpose is the support of the production of plays in Ancient Greek and Latin. In recent years students of the department have produced *Antigone*, *Medea*, *Alcestis*, *Persians*, *Eumenides*, *Cyclops*, *Electra*, *Clouds*, *Trojan Women*, *Rudens*, *Helen*, *Trachiniae*, *Bacchae*, *Hippolytus*, *Heracles*, *Thyestes*, and *Women at the Assembly*, which have not only proved satisfying in themselves, but have provided an exciting and different learning experience for the participants.

Barnard College participates in the program of the Intercollegiate Center for Classical Studies in Rome. Majors in Classics or Ancient Studies are eligible to apply for admission to the program of the Rome Center for one semester, preferably in the junior year. Courses taken at the Rome Center may be used in the major, and, in some cases, may be used to satisfy distribution requirements. Barnard College is a Supporting Institution of the American School of Classical Studies at Athens and the American Academy in Rome, and certain privileges of those schools are open without fee to graduates of the College.

## REQUIREMENTS FOR THE MAJOR IN GREEK, LATIN, AND GREEK AND LATIN

The major in Greek or Latin requires a minimum of eight courses above the elementary level.

In Greek, this would be fulfilled by taking

Greek W 4139 *Elements of Greek Prose Style*

Greek W 4105-W 4106 *History of Greek Literature*

and five others, including Greek V 3996x *Major Seminar*.

In Latin, this would be fulfilled by taking

Latin W 4139 *Elements of Latin Prose Style*

Latin W 4105-W 4106. *History of Latin Literature*



and five others, including Latin V 3996x *Major Seminar*.

Greek or Latin V 3998 may be substituted for a semester of the survey or for elements of prose style, but students planning to go on to graduate study in classics are strongly urged to take both semesters of W 4105, W 4106.

In addition, two semesters of ancient history appropriate to the major are required. For one of these, however, a relevant course in ancient art, classical civilization or literature, ancient philosophy, or religion may be substituted.

Majors in Latin, especially those who have begun their study in high school, are strongly advised to take at least two semesters of Greek.

A student may elect to major in both Greek and Latin by completing the major requirements in one language and five courses above the elementary level in the other.

**Note:** For the requirements for the major in **Ancient Studies**, see ANCIENT STUDIES.

### REQUIREMENTS FOR THE MINOR

The minor in Greek, Latin, or Modern Greek requires five courses above the elementary level.

### COURSES OF INSTRUCTION

#### CLASSICS IN TRANSLATION

There are no prerequisites for the Classical Literature or Classical Civilization courses unless specially noted.

**Classical Literature CLL V 3123**

**Greek Drama and Its Influences**

Evolution of various types of tragedy and comedy from the 5th century B.C.E. in Athens to the 1st century C.E. in Rome; relation of these forms to later European dramatic forms; theories of comedy and tragedy, including those of Aristotle; the production of plays.

3 points. III H

**Classical Literature CLL V 3132x**

**Classical Myth**

Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid). —D. Steiner

3 points. MW 2:40–3:55 III H

**Classical Literature CLL V 3135y**

**The Ancient Novel**

The evolution of the Greek and Roman novel and its place within the literary canon; particular attention to principles of narrative and the ideological function of prose fiction. Petronius, Apuleius, Lucian, Heliodorus, Achilles Tatius, Longus; Acts of the Apostles and saints' lives. —A. Cameron

3 points. III H

**Classical Literature CLL W 4300y**

**The Classical Tradition**

Social, political, intellectual, and religious contexts in which epic, lyric, tragic, and comic poetry originally developed in Greece; Roman adaptations and their influence on modern authors. —M. Petrini

3 points. TuTh 6:10–7:25 III H

**Classical Literature CLL W 4100x**

**The Reception of Antiquity**

Introduction to the heritage of classical antiquity, primarily Greece, in later European culture. Translation, iconography, the history of classical scholarship, architectural and artistic manifestations of the classical tradition, Greek tragedy on stage and on film, the images of Athens and Sparta. —S. Said

3 points. MW 6:10–7:25 III H

## **Classical Literature CLL W 4115**

### **Tragedy and Performance**

An intensive study of issues relating to the interpretation and performance of Greek and Roman tragedy, including modern stage versions. Special consideration will be given to staging, the changing role of actors and chorus, Aristotle's *Poetics*, and the reception of ancient tragedy, as well as to social and philosophical issues, including gender conflict. —H. Foley

3 points.

I H

## **Classical Civilization CLC V 3147y**

### **The World of Late Antiquity**

The social, economic, and religious history of the Roman world from the second to the early seventh centuries A.D. —A. Cameron

3 points. TuTh 2:40–3:55

III H

## **Classical Civilization CLC W4110x**

### **Gender and Sexuality in Ancient Greece**

Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical speculation. Topics include conceptions of the body, erotic and homoerotic literature and practice, legal constraints, pornography, rape, and prostitution. —H. Foley

*Prerequisite:* Sophomore standing or permission of the instructor.

3 points. TuTh 1:10–2:25

I H

## **Classical Civilization CLC W4100y**

### **The Handwritten Book**

How books were made in antiquity and the Middle Ages, covering the physical characteristics of handwritten books (scripts, illustrations and illuminations, bindings, writing materials), the contexts in which books were created (monastic scriptorium, cathedral library, the early bookshops), and the audience which determined their use and contents. —C. Franklin

3 points.

III H

## **Classical Civilization CLC V 3158x**

### **Women in Antiquity**

The role of women in ancient Greek and Latin literature; the portrayal of women in literature as opposed to their actual social status; male and female in ancient Mediterranean cosmologies; readings from ancient epics, lyric drama, history, historical documents, medical texts, oratory, and philosophy, as well as from contemporary sociological and anthropological works that help to analyze the origins of the Western attitude toward women. —H. Foley

3 points.

I H

## **Classical Civilization CLC V 3160y**

### **The Age of Augustus**

An exploration of the interplay between literature and its contexts, political, social, and intellectual. Literary texts to be discussed include Vergil, Horace, Livy, and Ovid. Topics to be discussed (in addition to the analysis of the works) will include literary patronage and the status of the poet, the Augustan moral and religious revival, political propaganda, and political opposition.

3 points.

III H

## **Classical Civilization CLC V 3162**

### **Ancient Law**

Greek and Roman legal systems; archaic law in its social context; philosophy of law; development of private law in Rome. —J. Zetzel

3 points.

III S

## **Classical Civilization CLC V 3164**

### **The Emperor Nero and the Roman World**

Literature and society in the reign of Nero: the impact of the emperor on life and the arts. Readings main-

ly in primary sources, including Petronius, Seneca, and Tacitus.

3 points.

III H

**Classical Civilization CLC W 3143y**  
**Classical and Biblical Historiography**

A comparative study of three great bodies of historical writing: the works of Herodotus and Thucydides and the large-scale historical narratives of the Hebrew Bible. The chief focus will be on different conceptions of freedom and the possible role these conceptions play in reflections on historical causality. —J. Coulter

3 points.

III H

**Classical Civilization CLC W 4015y**  
**Roman Law**

History of the development of Roman law and legal thought. The role of law in Roman society. Introductions to Roman methods of legal analysis, with emphasis on study and class discussion of cases from the Roman jurists. —R. Bagnall

3 points. TuTh 1:10–2:25

I H

**Classical Civilization CLC W 4200**  
**Egypt and Hellenism**

The encounter of the three-millenia-old civilization of Egypt with domination by foreign powers: Macedonia, Greece, and Rome. Focus on colonial power structures, definition and functioning of ethnicity, interaction of cultures and languages, class and status, changing gender relations. —R. Bagnall  
*Prerequisite: Permission of the instructor.*

3 points.

I H

**CLL W 4320y**  
**Myth and Ritual in the Classical World**

Survey of classical myths and methods of approaching myth as a means of cultural analysis through the application of anthropology, psychology, and gender studies. Comparisons used from non-western cultures for the origins, organization, and transformation of myth and ritual. —S. Saïd

3 points. Offered in 2001.

III H

**GREEK LANGUAGE AND LITERATURE**

**GRE V 1101x-V 1102y**  
**Elementary Full-Year Course**

Grammar, composition, and reading.

*1101 is prerequisite to 1102. No credit is given for 1101 unless 1102 is completed.*

4 points. 1101x: Sec.1 M. Payne MWF 11:00–12:15; 1102y: MWF 9:10–10:25

1101x, y: Sec.2 F. Barrenechea MW 6:00–8:00

**GRE V 1121x, y**  
**Intensive Elementary Course**

This course is designed to cover all of Greek grammar and syntax in one semester in order to prepare a student to enter third-semester Greek. —R. Bagnall, J. Coulter

4 points. x: MWF 9:10–10:25; y: MWF 11:00–12:15

**GRE V 1201x**  
**Greek Literature: Prose and Poetry**

Selections from Attic prose and early elegiac poetry. —J. Coulter

*Prerequisite: V 1101-V 1102 or V 1121.*

4 points. MW 9:10–10:25, F 9:10–10:00

H

**GRE V 1202y**  
**Selections from Homer**

Detailed grammatical and literary study of several books of the *Iliad* and introduction to the techniques of oral poetry, to the Homeric hexameter, and to the historical background of Homer. —H. Foley



*Prerequisite:* V 1101-V 1102 or V 1121, or permission of the instructor.

4 points. MW 1:10–2:25, F 1:10–2:00

H

## GRE V 3309y

### Selections from Greek Literature: Prose

Contents of this course change from year to year; it may be taken in consecutive years. Topic for 1999-2000: Plato's *Symposium*. A close study of the dialogue with special attention to literary, philosophical, and rhetorical questions. —Y.L. Too

*Prerequisites:* Greek V 1201-1202, or their equivalents.

3 points. TuTh 9:10–10:25

H

## GRE V 3310

### Selections from Greek Literature: Poetry

Content of course changes each year; it may be taken in consecutive years. Topic for 1999-2000: Selections from Sophocle's *Oedipus Tyrannus* and *Philoctetes*. —J. Coulter

*Prerequisites:* Greek V 1201-1202, or their equivalents.

3 points. MW 1:10–2:25

H

## GRE V 3996x

### Major Seminar

Required for all majors in classics and classical studies. The topic will change from year to year, but will always be broad enough to accommodate students in the languages as well as those in the interdisciplinary major. Topic for 1999-2000: the figure of the artist and his products in Greek and Roman literature. Beginning with Hephaestus and Daedalus in early epic, the course will consider the ways in which poets, philosophers, and dramatists use real and mythological painters, statue-makers and craftsmen, and the frequently extraordinary creations they devise to highlight the themes of their texts, and to reflect on their own powers and limitations as practitioners of the verbal arts. Artistic representations contemporary with the different authors will be used to illustrate the constant interchanges between images and texts. —D. Steiner

*Prerequisites:* Junior standing.

4 points. W 11:100–1:00

H

## GRE V 3997x, GRE V 3997y

### Directed Reading

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff

*Permission of the department chair required.*

3 points.

## GRE V 3998x, GRE V 3998y

### Supervised Research in Greek Literature

Program of research in Greek literature, with the composition of a paper embodying results. —Staff

*Permission of the department chair required.*

3 points.

## GRE W 4009x

### Selections from Greek Literature: Prose

Content of course change from year to year; it may be taken in consecutive years. Topic for 1999-2000: Selections from Herodotus. —H. Foley

*Prerequisites:* GRE V 1201-1202, or their equivalents.

3 points. TuTh 11:00–12:15

H

## GRE W 4010y

### Selections from Greek Literature: Poetry

Content of course changes from year to year; it may be taken in consecutive years. Topic for 1999-2000: selections from the Greek lyric poets from Archilochus to Pindar. Combines close readings of individual poems with consideration of their social cultural context and conditons of performance. —D. Steiner

*Prerequisites:* GRE V 1201-1202, or their equivalents.

3 points. TuTh 11:00–12:15

H

**GRE W 4106x, 4105y****History of Greek Literature**

Lectures based on extensive readings in Greek literature from Homer to the 4th century C.E. —S. Saïd, D. Steiner

*Prerequisite:* At least two terms of Greek beyond V 1201, V 1202.

4 points. x: MW 2:10–4:00; y: TuTh 2:10–4:00

H

**GRE W 4139x****Elements of Greek Prose Style**

Intensive review of Greek syntax. Writing of sentences and connected passages in Greek. —E. Dickey

*Prerequisite:* At least four terms of Greek, or the equivalent.

3 points. TuTh 2:40–3:55

**GRE W 4140y****Greek Stylistics**

The study of the development of Greek prose style through practice in composition. —J. Coulter

*Prerequisite:* GRE W 4139 or the equivalent.

3 points. W 1:10–3:00

**LATIN LANGUAGE AND LITERATURE****LAT V 1101x-1102y; 1102x, 1101y****Elementary Full-Year Course**

V 1101: Grammar, composition, and reading.

V 1102: Complete review of grammar and syntax; emphasis on representative readings.

V 1101 is normally prerequisite to V 1102. V 1102 may be taken without V 1101 by permission of the instructor. No credit is given for V 1101 until V 1102 is completed.

4 points. 1101x-1102y: K. Milnor MW 11:00–12:15 and A. Marzano TuTh 6:10–8:00

1101y: J. McAlhany MW 4:10–6:00

**LAT V 1120x****Preparation for Intermediate Latin**

A one-term intensive review of basic grammar and reading skills; designed for students who have had some Latin in the past, but need further instruction to qualify for LAT V 1201. —B. DeSmidt

4 points. MWF 1:10–2:25

**LAT V 1121x, y****Intensive Elementary Course**

This course is designed to cover all of Latin grammar and syntax in one semester in order to prepare the student to enter third-semester Latin. —x: M. Mordine; y: G. Starikovsky

4 points. TuThF 9:10–10:25

**LAT V 1201x, y****Latin Literature: Prose**

Selections from Cicero or Sallust (x); from Pliny's letters (y).

*Prerequisite:* V 1101-V 1102 or 2-3 years of high school Latin.

4 points. x: V. Yeh MW 11:00–12:15, F 11:00–11:50; y: C. Franklin TuTh 9:10–10:25, F 9:10–10:00 H

**LAT V 1202x, y****Latin Literature: Poetry**

Selections from Vergil, Aeneid, or Ovid, Metamorphoses.

*Prerequisite:* V 1101-V 1102 or 2-3 years high school Latin.

4 points. x: A. Cameron TuTh 9:10–10:25, F 9:10–10:00;

y: B. DeSmidt Sec.1: MW 11:00–12:15, F 11:00–11:50

M. Mordine Sec.2: MW 6:10–8:00

H

**LAT V 3012x****Lyric Poetry**

Selections from Catullus's polymetric poems and epigrams and from Horace's *Odes* and *Epodes*.

Combines literary analysis with work in grammar and metrics. —K. Milnor

*Prerequisite:* V 1201, 1202, or four years of high school Latin.

3 points. MW 1:10–2:25

H

**LAT V 3033x****Medieval Literature**

A survey of medieval Latin literature, from Vulgate and the Fathers to the Renaissance of the 12th century.

Includes readings of both prose and verse, with attention to both old genres—history, satire, love lyric—

and new—Christian hymns and the liturgy, hagiography, exegesis. —C. Franklin

*Prerequisite:* Three semesters of college Latin or permission of the instructor.

3 points. TuTh 9:10–10:25

H

**LAT V 3309y****Selections from Latin Literature: Prose**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for

1999-2000: Roman letters. Examines some of the evidence for letter-writing in the Roman world. It

will include a selection of Cicero's letters; of Seneca's letters on philosophical and rhetorical themes;

and of the younger Pliny's correspondence. Some examples of verse epistles, notably from Horace

and Ovid, will also be included. —R. Cribiore

*Prerequisite:* LAT V 3012 or the equivalent.

3 points. MW 2:40–3:55

H

**LAT V 3996x****Major Seminar**

Required for all majors in classics and classical studies. The topic will change from year to year, but

will always be broad enough to accommodate students in the languages as well as those in the inter-

disciplinary major. Topic for 1999-2000: the figure of the artist and his products in Greek and

Roman literature. Beginning with Hephaestus and Daedalus in the early epic, considers the ways in

which poets, philosophers and dramatists use real and mythological painters, statue-makers and

craftsmen, and the frequently extraordinary creations they devise, to highlight the themes of their

texts, and to reflect on their own powers and limitations as practitioners of the verbal arts. Artistic

representations contemporary with the different authors will be used to illustrate the constant inter-

changes between images and texts. —D. Steiner

*Prerequisite:* Junior standing.

4 points. W 11:00–1:00

**LAT V 3997x, y****Directed Reading**

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff

*Permission of the department chair required.*

3 points.

**LAT V 3998x, y****Supervised Research in Latin Literature**

A program of research in Latin literature with the composition of a paper embodying results. —Staff

*Permission of the department chair required.*

3 points.

**LAT W 4009x****Selections from Latin Literature: Prose**

Content of course changes from year to year; it may be taken in consecutive years. Topic for 1999-

2000: Tacitus' *Dialogus* and selections from the *Annals*. —A. Cameron

*Prerequisite:* LAT V 3012 or the equivalent.

3 points. TuTh 1:10–2:25

H



**LAT W 4105x, 4106y****History of Latin Literature**

Lectures based on extensive readings in Latin literature from the beginning to the fourth century C.E.

—J. Zetzel, G. Williams

*Prerequisite:* At least two terms of *Latin beyond V 3012*.

4 points. MW 4:10–6:00

**LAT W 4139x****Elements of Latin Prose Style**

Intensive review of Latin syntax. Writing of sentences and connected passages in Latin. —G. Williams

*Prerequisite:* At least four terms of *Latin or the equivalent*.

3 points. MW 11:00–12:15

**LAT W 4152x****Medieval Latin**

Content of this course changes from year to year; it may be taken in consecutive years. Topic for 1999-2000: The Bible and the fathers. —C. Franklin

*Prerequisite:* Permission of the instructor.

3 points. TuTh 11:00–12:15

H

**GRADUATE COURSES**

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. The courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

**MODERN GREEK LANGUAGE AND LITERATURE****MGR V 1101x-V 1102y****Elementary Full-Year Course**

Introduction to modern Greek language and culture. Emphasis on both speaking and writing; basic grammar and syntax; cross-cultural analysis. —K. Van Dyck

*No credit is given for V 1101 until V 1102 is completed.*

4 points. MW 9:00–10:50

**MGR V 1201x****Intermediate Course, I**

Emphasis on both speaking and writing; more complex grammar and syntax; a variety of readings including short selections from newspapers and contemporary literature. —M. Kotzamani

*Prerequisite:* MGR V 1101-V 1102 or the equivalent.

3 points. MW 4:10–6:00

**MGR V 1202y****Intermediate Course, II**

Emphasis on both speaking and writing; more complex syntax; a variety of readings including short selections from newspapers and contemporary literature. —M. Kotzamani

*Prerequisite:* MGR V 1201 or permission of the instructor.

4 points. MW 4:10–6:00

H

**MGR V 1310x****Modern Greek for the Bilingual Speaker**

For students who have grown up speaking Greek but have difficulties reading and writing at an intermediate-advanced level. Emphasis is placed on bringing reading and writing skills up to the level of student's conversational fluency. Comprehensive grammar review: attention to individual needs through analysis of newspapers, films, and literature. (Mavroulia and Georgantzi, *Greek for Foreign Speakers*, III)

—M. Kotzamani

3 points. MW 6:10–7:25 Limited to 15 students.

H

**MGR V 3997x, y**  
**Independent Study**

The course of study and amount of credit will be determined by the instructor in consultation with students. Independent study is designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics.

—K. Van Dyck

1-4 points.

H

**MGR V 3998y**  
**Senior Research Seminar**

Designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. The course of study and amount of credits will be determined by instructor in consultation with student/s. *Approximate enrollment 2–3.*

1-4 points.

**MGR V 3305**  
**Writing and Censorship**

Literary texts connected to the Greek military dictatorship of 1967-74, with emphasis on the use and functions of parody. Readings include speeches, resistance songs, and the poetry of Ritsos and Seferis, as well as fiction, cartoons, and newspaper articles. —K. Van Dyck

*Prerequisite: MGR V 1201 or V 1310 or the equivalent.*

3 points.

**MGR V 3306**  
**The Making of Modern Greek Poetry**

A retrospective survey of modern Greek poetry. Students read back through Greek literary history from the present to the 1930s, 1920s, 1880s, and 1820s, mapping contemporary critical concerns and contemporary literary works onto earlier works. Organized inversely, moving from what is linguistically most familiar to what is more foreign about earlier literature. The shift from a predominantly oral culture to a written one is also examined in reverse. This method of reading makes questions of canon formation and literature as a national institution integral to the process of studying modern Greek literature. Authors include Laina, Ritsos, Karelli, Seferis, Cavafy, Vizyenos, Palamas, and Solomos. —Instructor TBA

*Limited to 15 students.*

4 points.

**MGR V 3310x**  
**Myth, History, and the Modern Greek Novel**

Analysis of the way modern Greek writers have reworked myth and the classical tradition in prose. Particular attention to the importance of myth and history in the construction of the Greek novel. Authors include Roidis, Papadiamandis, Myrivilis, Kazantzakis, and Galanaki.

*Prerequisite: MGR V 1201 or V 1310 or the equivalent.*

3 points.

**MGR V 3315y**  
**Women, Sex, and Politics in Turn-of-the-Century Greece: Literary and Theatrical Perspectives**

Explores how women are represented in early modern Greek literature, investigating how traditional and especially non-traditional female roles are presented, and with a special focus on the themes of sexuality and politics. Readings are drawn from both the well-known works of major authors of the period as well as from hitherto neglected material that deserves closer attention; selections include Palamas, Parren, Xenopoulos, Theotokis, and Kazantzakis, and also the impact of Ibsen on the dramatic writing of the period in Greece. —M. Kotzamani

3 points. MW 6:10–7:25

**MGR V 3400**

**Greek American Culture**

Exploration of the Greek-American experience in personal memoirs, novels, poetry, travel literature, performance art, and films. Particular attention will be paid to how this literature by and about Greeks in America can provide alternative ways of thinking about diaspora and translation. Authors include Broumas, Gage, Haviaras, Kazan, and Selz. —K. Van Dyck

4 points. W 1:10–3:00

III H

**MGR V 4135x**

**The *Erotokritos*: Literature and Society in Renaissance Crete**

A cross-disciplinary examination of literature and society in Renaissance Crete through a reading of Vitsentzos Kornaro's *Erotokritos*. Students will be expected to do close textual analyses of this whimsical romance in verse as well as pursue final projects on broader aspects of Venetian and Cretan culture. Particular attention will be paid to questions of gender. —K. Van Dyck with A. Alexakis

3 points. W 1:10–3:00

III H

**Comp. Lit-Modern Greek V 3200**

**Imagination, Travel, and Translation**

Greek literature is a literature of immigration, travel, and translation. Major Greek writers have found questions of moving between two languages and cultures fundamental to their writing. Focuses on Greek texts (mostly novels and short stories, but also poetry, songs, and films) that approach the topic of immigration, placing them in the larger context of literature of travel, exile, and diaspora. Students will also have the opportunity to work with primary sources such as primers, handbooks for immigrants, and diaries.

4 points. Limited to 15 students.

III H

FOR COURSES IN BYZANTINE STUDIES, SEE LISTINGS IN THE RELIGION DEPARTMENT FOR ORTHODOX CHRISTIANITY AND DEMONOLOGY, MAGIC AND MIRACLES IN BYZANTINE HAGIOGRAPHY; FOR BYZANTINE HISTORY, SEE HISTORY DEPARTMENT LISTINGS.



The program is supervised by the Committee on Comparative Literature.

**Professors:** Christopher Baswell (English), Irene Bloom (Asian and Middle Eastern Cultures), Helene Foley (Classics, Chair), Richard F. Gustafson (Slavic), Marcia Welles (Spanish)

**Associate Professors:** Peter T. Connor (French), Michael Levine (German), Catharine Nepomnyashchy (Slavic)

**Assistant Professors:** Ross Hamilton (English), Nancy Worman (Classics)

**Advisory Board:** Elizabeth Dalton (English), Claudine Frank (French), Serge Gavronsky (French), David Goldfarb (Slavic), Erk Grimm (German), Maire Jaanus (English), Licia Fiol-Matta (Spanish), Alfred Mac Adam (Spanish), Mirella Servodidio (Spanish)

The program enables the student to pursue the study of at least two literatures in two different languages and to explore the possibilities and methods of literary study both historically and across national boundaries. In consultation with her adviser, the student will shape a program that will give her a firm foundation in her two central literatures and in one major period, genre, theme, or theoretical issue.

### REQUIREMENTS FOR THE MAJOR

To enter the program a student must normally have completed the required sequence necessary for entry into the advance literature courses of her major program. This varies from language to language; students should consult the chair. Each student, after consultation with the chair, chooses an adviser from one of her two literature departments. This adviser guides her in developing a sequence of courses appropriate for her goals in the major. All students are required to take Comparative Literature BC 3001 and 14 courses normally to be chosen from the following categories:

**One** course in appropriate classical texts chosen from The Classical Tradition (CLL W 4300), Introduction to the Hebrew Bible (REL V 3201), and Introduction to the New Testament (REL V 3202), for those specializing in languages and literature in the Western tradition; Asian Humanities (AHU V 3399 or V 3400), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the adviser.

**One** course in literary theory. Students will normally be expected to satisfy this requirement by taking CPL V 3950 The Junior Colloquium in Literary Theory. If study abroad plans make this impossible, other courses may be substituted such as ENG BC 3194, FRE BC 3048 (x or y), CPLT C 3114, C 3415, LIT G 4002, 4003.

**Three** courses from **each of two** literary traditions studied in the original languages. Foreign literature courses must be beyond the introductory level.

**Five** elected courses in literature or literary theory (studied in the original or in translation) related to the student's individual program.

**One** course, either an appropriate seminar or a tutorial, for the writing of a senior thesis.

The Senior Thesis must deal with material from at least the two central literatures in the student's major. In addition this thesis must treat, at least in part, the one period, genre, theme, or theoretical issue that has shaped the student's program. The choice of topic for this senior essay and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program. A detailed memorandum on planning the major is available from the chair and the Comparative Literature web site.

**Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at variance with the above model, should consult the chair.**

## COURSES OF INSTRUCTION

**CPL BC 3001x****Introduction to Comparative Literature: Representation and Encounter**

Introduction to the study of literature from a comparative and cross-disciplinary perspective. Readings will be selected to promote reflection on such topics as the relation of literature to the other arts; nationalism and literature; international literary movements; post-colonial literature; gender and literature; and issues of authorship, influence, originality, and intertextuality. —P. Connor

*Prerequisite: Sophomore standing or the equivalent, or permission of the instructor.*

3 points. MW 9:10–10:25

I H

**CPL V 3950y****Junior Colloquium in Literary Theory**

An examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature. —M. Levine

4 points. TuTh 11:00–12:15 Limited to 18 students.

I H

**CPL BC 3102****Getting Personal: Autobiography, Psychoanalysis, and Feminist Theory**

An examination of the way feminist writing has sought to revise the genres of autobiography, confession, and testimony. Through readings of works by Rich, Woolf, Djébar, Suleri, Kaysen, Augustine, Rousseau, Ovid, Benstock, de Man, and others. Explores the (indirect) ways in which we endeavor to engender, access, and tell our stories—stories which in fundamental ways may not be wholly our own. —M. Levine

3 points.

III H

**CPL BC 3103x****Holocaust Literature and Film: The Limits of Realism**

An exploration of the strengths and weaknesses of realistic modes of depiction in literature and film of the Holocaust. The concepts of realism, experience, survival, and testimony will be discussed. Questions of narrative form, the impact of technology, and issues surrounding “post-modernism” will also enter. Readings of texts by Spiegelman, Celan, Perec, Levi, and Wiesel, as well as screenings of video testimony and films by Lanzmann, Spielberg, and Resnais. —M. Levine

3 points. TuTh 2:40–3:55

III H

**CPL BC 3106x****Genius and Madness**

An exploration of the intersection between lunacy, talent and inspiration as it is thematized in artistic and theoretical works from the late 18th century to the present. Texts by Kant, Schopenhauer, Nietzsche, Foucault, Büchner, Hölderlin, Poe, Kleist, Bernhard, Conrad, Gilman, and Mann. Films by Herzog, Blank, and Coppola. —M. Levine

3 points.

**CPL BC 3200x****The Verbal and Visual Arts**

Analysis and discussion of the relation of literature to painting, photography, and film. Emphasis on artistic and literary concepts concerning the visual dimension of narrative and poetic texts from Homer to Burroughs. Explores the role of description, illustration, and montage in realist and modern literature. —E. Grimm

*Prerequisite: Permission of the instructor.*

3 points. MW 10:35–11:50



# COMPARATIVE LITERATURE

## CPV BC 3223

### Postwar East European Prose

A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz Borowski, Czeslaw Milosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadás Peter, Danilo Kiš, Milorad Pavic, Milan Kundera, Josef Škvorecky, Tereza Boučková, and others.—D. Goldfarb

3 points.

## CPL V 3680y

### Freud

Origins and major concepts of psychoanalysis through close analysis of Freud's writings. Topics include: the unconscious, repression, infantile sexuality, hysteria, neurosis, psychosis, parapraxes, the theory of dreams, fetishism. Readings include *The Interpretation of Dreams*, the case histories (Anna O., Dora, Rat Man, Wolf Man, Schreber), and a number of metapsychological papers. —P. Connor

3 points. MW 4:10–5:25

## CPL V 3675y

### Mad Love

The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts. —A. Mac Adam

3 points.

## CPL V 3705y

### 19th Century Comparative Fiction

Readings in the 19th-century novel and short story: works by Gogol, Dostoyevsky, Turgenev, Dickens, Melville, Hawthorne, Stevenson, Gissing, Balzac, Zola, and others. Focusing on the figures of the misfit, madman, criminal, feminist, and failed social aspirant, we will explore a range of anxieties surrounding the formation of 19th-century male and female bourgeois subjectivity. Themes will include: self-consciousness, individual autonomy, intimacy, leisure, desire, and money. —M. Spiegel

3 points.

## ENG BC 3194x,y

### Critical and Theoretical Perspectives on Literature

#### 1. A History of Criticism

Offered in 1999–2000.

H

#### 2. Literary Theory

H

#### 3. Psychoanalytical Approaches to Literature

H

#### 4. Post-modern Texts and Theory

H

## CPL BC 3999x,y

### Independent Research

Independent research, primarily for the senior essay, directed by a chosen faculty adviser and with the chair's permission. The senior seminar for majors writing senior essays will be taught in the Spring term by Claudine Frank.

4 points.

## COMPARATIVE LITERATURE COURSES TAUGHT IN OTHER DEPARTMENTS

(See relevant department listings in Asian and Middle Eastern Cultures, Classics, English, French, German, Italian, Slavic Languages, and Spanish for details.)

Asian Humanities AHU V 3399, V 3400 Colloquium on Major Texts

Asian Humanities AHU V 3830x Colloquium on Modern East Asian Texts

Asian Humanities AHU W 4310x Colloquium on Modern South Asian Texts

Classical Literature CLL W 4100 The Reception of Antiquity

Classical Literature CLL V 4115 Tragedy and Performance

Classical Literature CLL W 4300y The Classical Tradition

Classical Literature CLL W 4320y Myth and Ritual in the Classical World



*Comp Lit-Slavic* CPV W 3223 East European Postwar Prose  
*Comp Lit-Czech* CPV W 4050y Writers of Prague  
*English* ENG BC 3140.1x Renaissance Women Writers  
*English* ENG BC 3140.4x Epic and Romance  
*English* ENG BC 3140.1y Introduction to Film and Film Theory  
*English* ENG BC 3158y Medieval Literature  
*English* ENG BC 3171x The Culture of the Novel  
*English* ENG BC 3189x Post-modern Literature  
*English* ENG BC 3190y Global Literature in English  
*English* ENG BC 3998.1y Wit and Humor in the Renaissance  
*English/Religion* ENR BC 33810 Literary Approaches to the Bible  
*French* FRE BC 3420-3421 Introduction to French and Francophone Studies, I and II  
*French* FRE BC 3047x Carmen and her Sisters  
*French* FRE BC 3047 French and Francophone Cultures  
     *Sec. 11x: African Texts: Orality, Écriture*  
     *Sec. 14y: Francophone African Women*  
*Spanish Literature* SPA BC 3205 Hispanic Gay and Lesbian Representations in the Literature of the Americas  
*Spanish Literature* SPA W 3265 Latin American Literature in Translation  
*Spanish Literature* SPS BC 3203 Women Poets of the Americas  
*Theatre* THR BC 3143 Drama and Film  
*Theatre* THR BC 3152 Asian Theatre  
*Theatre* THR BC 3150 Ritual and Performance  
*Theatre* THR BC 3151 Performance and Society  
*Theatre* THR BC 3166 Drama, Theatre, and Theory

### Recommended Courses of Related Interest

*Classical Literature* CLL V 3132x Classical Myth  
*Classical Literature* CLL V 3135 The Ancient Novel  
*English* ENG BC 3186 Modern Drama  
*English* ENG BC 3187 American Writers and Their Foreign Counterparts  
*English* ENG BC 3176 The Romantic Era  
*French* FRE BC 3047x Negritude  
*French* FRE BC 3049 France on Film  
*French* FRE BC 3050 Still Life: Poetic Life  
*French* FRE BC 3053 Seminar in Translation  
*German Literature* GER BC 3029 Literature and the Uncanny  
*German Literature* GER BC 3061 Romanticism  
*German Literature* GER BC 3035 Media Stories  
*German Literature* GER BC 3201x Introduction to German Culture and Thought  
*German Literature* GER BC 3232y From Decadence to Dada  
*Russian* RUS V 3220x 19th-Century Russian Prose  
*Russian* RUS V 3221y 20th-Century Russian Prose  
*Russian* RUS V 3222y Tolstoy and Dostoevsky  
*Russian* RUS W 4035y Women in Russian Culture  
*Russian* RUS W 4033y 1920s and Socialist Realism  
*Russian* RUS W 4050y Post-Soviet Russian Literature  
*Ukrainian* W 4021y Introduction to Ukrainian Literature

**Department Representative:** Kathleen McKeown, 450 CSB, 939-7004

**Professors:** Alfred V. Aho, Theodore R. Bashkow (Emeritus), Zvi Galil, Jonathan L. Gross, Gail E. Kaiser, Kathleen R. McKeown, Shree K. Nayar, Salvatore J. Stolfo, Joseph F. Traub, Stephen H. Unger, Henryk Wozniakowski, Yechiam Yemini

**Associate Professors:** Peter K. Allen, Steven K. Feiner, John R. Kender, Steven M. Nowick, Kenneth A. Ross, Henning J. Schulzrinne

**Assistant Professors:** Luis Gravano, William N. Grundy, Andrew P. Kosoresow, Jason Nieh, Christopher Okasaki, Daniel N. Port, Eric V. Siegel, Luca Trevisan

**Adjunct Lecturer:** George Wolberg

Computer science is the study of how to communicate and transform information. Developments in the field over the past few decades have profoundly changed society, and this effect is likely to accelerate in the future. Information processing techniques are being applied increasingly in the fields of medicine, business, law, science, and finance. The goal of the theoretical side of computer science is to characterize the inherent complexity of computations, including the issue of what problems are solvable. The goal of the applied side of the field is to design cost-effective computer systems that are easy and pleasant to use, including the possibility of “intelligent” systems that mimic some aspects of human behavior.

The bachelor of arts degree in Computer Science encourages students to obtain broad exposure to the arts, humanities, and social sciences while at the same time providing them with the appropriate Computer Science background necessary for graduate study or a professional career. Computers have an impact on nearly all areas of human endeavor, so the department also offers several courses intended for students who plan a Computer Science major or concentration.

## PROGRAM OVERVIEW

The Computer Science major offers maximum flexibility by providing students with a range of options for specializing their degree programs. Students study a common core of fundamental topics, supplemented by a “track” that identifies specific areas for deeper study. The *theory track* prepares students for advanced work in fundamental theoretical and mathematical aspects of computing, including analysis of algorithms, scientific computing, and complexity of problems. The *computer systems track* prepares students for careers in the computer industry as well as advanced study in such areas as software engineering, operating systems, programming languages, user interfaces, and computer architecture. The *intelligent systems track* provides specialization for students interested in artificial intelligence, natural language processing, computer vision, and robotics. A *self-defined track* is available to students who wish to pursue their own courses of study under the guidance of a faculty adviser. A student planning a self-defined track should be aware that one additional Computer Science course is required to complete this option.

Academic computing needs are met by University computing facilities, which include a variety of networked workstations, such as SUN and HP. Students can also work in a PC or MAC environment. Qualified majors often serve as consultants at the Computer Center.

## INTRODUCTORY COURSES

There are several different introductory courses in computer programming. Students may elect only one of them for degree credit. **The only acceptable introductory course for the**



**major is CSC W 1007.** (A minimum score of 11 on the Basic Math Skills test is required for admissions to CSC W 1007 or any CSC course except W 1001.) Virtually all students should start with W 1007 *Introduction to Computer Science*, even if they come with advanced standing. By taking an introductory course early in their college years, non-majors are able to use the computers more effectively in their upper-level studies in other departments and majors can more easily complete the requirements.

After CSC W 1007, the student should work on completing the remaining 5 courses of the CSC core. CSC W 1007 should be followed by W 3202 *Discrete Mathematics* and W 3139 *Data Structures and Algorithms*. Following that, students should take CSC W 3824 *Computer Organization*, W 3261 *Theory of Computation*, and W 3156 *Software Engineering*. These 3 courses can be taken in any order the student finds convenient. On completing the core, the student is now prepared to decide which track to take.

The primary programming language for the undergraduate majors is Java. This is taught in CSC W 1007 and is heavily used thereafter. LISP is used for some courses in the Intelligent Systems track. Students majoring or minoring in Computer Science should take CSC W 1007 and W 3139, rather than CSC W 1003 and W 3131.

## REQUIREMENTS FOR THE MAJOR

Students who plan to major in Computer Science should see the Department Representative by the start of the sophomore year.

**COURSES:** 41 or 44 points. Required CSC courses, 20 points: CSC W 1007, W 3139, W 3156, W 3203, W 3261, W 3824. Required mathematics course, 3 points: one semester of calculus. Each student must also fulfill the track elective requirement by selecting either a 12-point “area track” or the 15-point “self-defined track” option. Supplemental elective requirement, 6 points: any 6 points chosen from W 3823, W 3902, W 3998, or courses numbered 4000-level or higher beyond the track selection.

**THEORY TRACK**, 12 points: for students interested in theoretical aspects of computer science, including algorithmic analysis, problem complexity, and computational modeling: the three courses CSC W 4231, W 4236, W 4241, and either CSC W 4203 or W 4205.

**COMPUTER SYSTEMS TRACK**, 12 points: for students interested in the design and implementation of software and/or hardware systems; four CSC courses numbered CSC W 41xx, W 38xx, or W 48xx, at least one of which is W 41xx and at least one of which is either W 38xx or W 48xx. (CSC/Phil W 4801 and CSC/Phil W 4802 are not acceptable in this track.)

**INTELLIGENT SYSTEMS TRACK**, 12 points: for students interested in the design and implementation of systems that are capable of modifying their own behavior or of providing a human-like interface: either four of the courses (several of these will be offered each year) W 4701, W 4705, W 4721, W 4725, W 4731, W 4733, and W 4771, or three of those courses and one additional course from among W 4111, W 4160, W 4999: *Computing and the Humanities*, W4165, and W4501.

**N.B.:** Occasionally a section of CSC W 4995 and/or W 4996 will qualify as a substitute within a track, if the relevant track adviser approves.

**SELF-DEFINED PROGRAM OPTION**, 15 points: any 15 points chosen from CSC W 3823 or those numbered at the 4000-level (except CSC W 4901), for which the student is able to obtain the support of a CSC faculty member willing to serve as that student’s program sponsor and adviser. Finding such a sponsor/adviser is the responsibility of the student.

**Note:** A second semester of calculus is prerequisite to some courses in some tracks. It is also a typical admissions requirement for graduate degree programs in Computer Science and for some forms of professional education, including but not limited to medicine and business.



## REQUIREMENTS FOR THE MINOR

Courses: 23 points. Required CSC courses, 20 points: CSC W 1007, W 3203, W 3139, W 3156, W 3261, and W 3824; plus any 3 points chosen from CSC W 3823, W 3902, W 3998, or courses numbered 4000-level or higher. Complete descriptions and course listings are available at <http://www.cs.columbia.edu> or in the Computer Science Department.

### Departmental Representatives

Professor Kathleen McKeown, 722 Schapiro (939-7118, or [kathy@cs.columbia.edu](mailto:kathy@cs.columbia.edu)), for all Barnard students. Martha Zadok, Academic Records Administrator, 450 Computer Science Building, (x42426 or 939-7003, or [martha@cs.columbia.edu](mailto:martha@cs.columbia.edu)).

Office hours will be posted at 450 Computer Science Building (939-7000). Students may send questions via electronic mail.

## COURSES OF INSTRUCTION

### **CSC W 1001x, y**

#### **Introduction to Computers**

Introductory course in computer programming intended primarily for non-majors and targeted at humanities students. Focuses on the use of computers for communications and for problem solving. Applications will be drawn from the humanities. Covers the Internet and how to access, use, and contribute to the resources it contains; the use of existing tools in various situations requiring problem solving; and computer programming, starting from a problem or task and arriving at a program which provides a solution. —x: E. Siegel; y: Instructor TBA

*3 points.*

### **CSC W 1003x, y**

#### **Introduction to Computer Programming in C**

Intended primarily for engineering students. General introduction to computer programming. Structured program design. C. —Instructor TBA

*3 points.*

### **CSC W 1005x**

#### **Introduction to Computer Programming in FORTRAN**

Intended primarily for engineering students. General introduction to computer programming, with engineering applications. Structured program design. FORTRAN. —M. Mauel

*3 points.*

### **CSC W 1007x, y**

#### **Introduction to Computer Science**

An honors-level introduction to computing, intended primarily for students considering a major in computer science. The structure and interpretation of computer programs. Building abstractions with data and procedures. Taught in Java. —x: D. Port; y: Instructor TBA

*3 points.*

### **CSC W 3101x, y**

#### **Programming Languages**

Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least once programming language. Sections may meet for one hour per week for the whole term or for three hours per week for a third of the term. May be repeated for credit if different languages are involved. —Instructor TBA

*1 point.*

**CSC W 3131x, y**  
**Data Structures in C**

Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, and garbage collection. Storage management. Rudiments of the analysis of algorithms. Not intended for computer science majors. Taught in C. —Instructor TBA

*Prerequisite:* CSC W 1003 or knowledge of C.

3 points.

**CSC W 3139x, y**  
**Data Structures and Algorithms**

A comprehensive introduction to the fundamental data structures used in computer science and the design and time-complexity of the algorithms that use these data structures. Topics include iteration, recursion, stacks, queues, lists, trees, sets, graphs, sorting, searching, and hashing. Taught in Java.

—x: W. Grundy, A. Kosoresow; y: E. Siegel

*Prerequisite:* CSC W 1007. *Corequisite:* CSC W 3203.

4 points.

**CSC W 3156x, y**  
**Introduction to Software Engineering**

Software management, requirements analysis, human factors, functional specification, software architecture, design methods, programming for reliability and maintainability, team programming, testing methods, and configuration management, with special topics as time permits. Intensive introduction to selected UNIX tools; a substantial group programming project is required. —x: D. Port; y: G. Kaiser

*Prerequisite:* CSC W 3139 or W 3131.

4 points.

**CSC W 3203x, y**  
**Discrete Mathematics: Introduction to Combinatorics and Graph Theory**

Mathematical induction, counting arguments, permutations. Partially ordered sets, lattices. Graphs and imbeddings, generating functions, recurrence relations. Propositional calculus. —Instructor TBA

*Prerequisite:* Any introductory computer programming course. *Corequisite:* CSC W 3139.

3 points.

**CSC W 3210y**  
**Scientific Computation I**

An introduction to computation aspects of mathematical models of time varying phenomena. Both discrete and continuous models including linear and nonlinear, first order and higher order and systems of equations are included. Theoretical and numerical aspects are emphasized. Quantitative issues such as chaos and stability are covered. Applications include genetics, finance, physical systems, computer systems, simulation, and Markov modeling. —Instructor TBA

*Prerequisites:* Two terms of calculus and proficiency in a programming language.

3 points.

**CSC W 3251x**  
**Scientific Computation II**

Covers major topics of scientific computations: properties of floating point arithmetic, numerical stability and conditioning, interpolation, integration and approximation of scalar functions, nonlinear equations, and ordinary differential equations. Covers also computational methods of linear algebra for solving systems of linear equations, linear least squares, and the eigenvalues. The computational complexity of some of these problems is discussed. The computer implementation of algorithms is stressed. —J. Altzman

*Prerequisites:* Calculus I and II, CSC W 3210 or Mathematics E 1210 and V 3202.

3 points.

## **CSC W 3261x, y**

### **Computability and Models of Computation**

Regular languages, finite automata, regular grammars, non-determinism, regular expressions. Context-free language, push-down automata, context-free grammars, parsing. Turing machines, general grammars, computability, the Chomsky hierarchy, the Church-Turing thesis, other models of computation. —Instructor TBA

*Prerequisites:* CSC W 3139 and W 3203.

3 points.

## **CSC W 3823x, y**

### **Digital Logic**

Number representation, Boolean algebra, combinational logic, Karnaugh maps, circuit minimization, NAND and NOR logic, fault detection, implementation of gates, integrated circuits, flip-flops, latches, counters, and other basic functional circuits, sequential circuits, clocking. —S. Unger

*Prerequisite:* Any introductory programming course.

3 points.

## **CSC W 3824x, y**

### **Computer Organization I**

Overview of computer organization and design. A brief introduction to digital logic, performance analysis, instruction sets, RISC assembly language programming, computer arithmetic, ALU and data-path design, single-cycle and multi-cycle processor design, microprogramming, pipelining, caches and virtual memory, I/O and peripherals. —Instructor TBA

*Prerequisite:* CSC W 3139 (or W 3131).

3 points.

## **CSC W 3902x, y**

### **Undergraduate Thesis**

An independent theoretical or experimental investigation by a BS or BA candidate of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one semester, in which case the grade will be deferred until all 6 points have been completed.

*Prerequisite:* Agreement by a faculty member to serve as thesis adviser. Consult the department for section assignment.

0-6 points.

## **CSC W 3998x, y**

### **Undergraduate Projects in Computer Science**

Independent projects involving laboratory work, computer programming, analytical investigation, or engineering design. —Staff

*Prerequisite:* Approval by a faculty member who agrees to supervise the work. May be repeated for credit, but not for a total of more than 3 points.

0-3 points.

## **CSC W 4111x**

### **Database Systems**

Introduction to database systems: data modeling; logical design of relational databases; data definition and data manipulation languages; storage and indexing techniques; concurrency control; recovery; query processing; security and integrity; system administration; essentials of distributed operation. A programming project is required. —L. Gravano

*Prerequisites:* CSC W 3156 and W 3824, or the instructor's permission.

3 points.

## **CSC W 4115y**

### **Programming Languages and Translators**

Covers language design issues; syntax; the translation process; names, locations, and values; control structures; data types; input and output; procedures and parameters; nesting and scope; definition of new data types; dynamically varying structure; applicative languages; exception handling; parallel processing; and



separately compiled modules. A large language implementation project is required. —C. Okasaki  
*Prerequisites:* CSC W 3156, W 3261, and W 3824, or the instructor's permission.  
3 points.

**CSC W 4118x**  
**Operating Systems I**

Design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. Case study of the UNIX operating system. A programming project is required. —J. Nieh  
*Prerequisites:* CSC W 3156 and W 3824, or the instructor's permission.  
3 points.

**CSC W 4119y**  
**Computer Networks**

The design of system software to support computer networks, layered protocol architecture, and distributed operating systems. A programming project is required. —Y. Yemini  
*Prerequisite:* CSC W 4118  
3 points.

**CSC W 4121x**  
**Multimedia Information Systems**

Theory and practice of multimedia information systems design with emphasis on system architectures for multimedia storage servers. Topics include: media, applications, and their requirements, current storage device, interconnect, and compression technologies and technology trends and their impact on application areas, multimedia storage systems, video-on-demand servers, fault tolerance, real-time scheduling, and resource management. A programming project is required. —Instructor TBA  
*Prerequisite:* CSC W 3139.  
3 points.

**CSC W 4156x, y**  
**Advanced Software Engineering**

Expands on W 3156 material at an advanced level assuming significant prior software development experience. Software management, requirements analysis, human factors, functional specification, software architecture, design methods, programming for reliability and maintainability, team programming, testing methods, and configuration management, with special topics as time permits. Focuses on taking a group development project from beginning to end, when possible with real "customers." —Instructor TBA  
*Prerequisite:* CSC W 3156 or any 4000-level CSC course that requires a substantial programming project, or the instructor's permission.  
4 points.

**CSC W 4160y**  
**Computer Graphics**

Previous familiarity with C and UNIX is recommended. An intensive introduction to computer graphics. Graphics hardware, design of graphics packages, interaction techniques, geometric transformations, 3-D viewing and projections, raster scan conversion algorithms, image synthesis, visible surface determination, lighting and shading, representation of 3-D shapes, object modeling and hierarchy, color, and animation. Advanced topics as time permits. Emphasis is on implementation of important graphics algorithms. —S. Feiner  
*Prerequisites:* CSC W 3139 (or W 3232) and either W 3156 (or W 3152) or W 4156.  
3 points.

**CSC W 4165x,y**  
**Computational Techniques in Pixel Processing**

An intensive introduction to image processing intended for graduate students and advanced undergraduates. Topics include digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state-of-the-art in special effects. These topics form the basis of high-quality rendering in computer

graphics, as well as low-level processing for computer vision, remote sensing, and medical imaging. Emphasis on computational techniques for implementing useful image-processing functions. Several programming assignments aimed at reinforcing the material covered in class. —x: E. Siegel; y: A. Kosoresow  
*Prerequisites:* CSC W 3156, W 3251 (*recommended*), and good working knowledge of UNIX and C.  
3 points.

## **CSC W 4170x** **User Interface Design**

Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects will be required. —S. Feiner  
*Prerequisite:* CSC W 3156.  
3 points.

## **CSC W 4180y** **Network Security**

Introduction to cryptography and its application to network and operating systems security: security threats, applications of cryptography, secret key and public key cryptographic algorithms, hash functions, basic number theory, authentication, security for electronic mail, and network scripting languages. —Instructor TBA  
3 points.

## **CSC W 4201x, y** **Theory of Complexity**

Theory of computation, structure of complexity classes, computational complexity theory, feasible and infeasible computations. —Instructor TBA  
*Prerequisites:* CSC W 3261 or permission of the instructor.  
3 points.

## **CSC W 4203y** **Graph Theory**

General introduction to graph theory, emphasizing algorithms. Eulerian paths and circuits, shortest paths, trees, minimum spanning trees, the number of spanning trees, bipartite matching, vertex colorings, edge colorings, imbeddings on surfaces, enumeration. —J. Gross  
*Prerequisite:* CSC W 3203.  
3 points.

## **CSC W 4205x** **Combinatorial Theory**

Permutations and combinations, generating functions, recurrence relations, the inclusion-exclusion method. Polya's enumeration methods. Other topics as time permits. —J. Gross  
*Prerequisites:* CSC W 3203 and a course in calculus.  
3 points.

## **CSC W 4231x** **Analysis of Algorithms I**

Introduction to the design and analysis of efficient algorithms. Topics covered include: models of computation, efficient sorting and searching, algorithms for algebraic problems, graph algorithms, dynamic programming, probabilistic methods, approximation algorithms, and NP-completeness. —L. Trevisan  
*Prerequisites:* CSC W 3139 and W 3203.  
3 points.

## **CSC W 4236y** **Introduction to Computational Complexity**

Develop a quantitative theory of the resources needed for computing and the impediments to efficient computation. The models of computation considered include finite or infinite, deterministic or probabilistic, discrete or algebraic, sequential or parallel. —Instructor TBA  
3 points.



**CSC W 4241x****Numerical Algorithms and Complexity**

Modern theory and practice of computation on digital computers=2E Design and analysis of numerical analysis of numerical algorithms. Techniques for analyzing computational complexity and errors. Solutions of nonlinear equations, polynomial equations, linear systems, interpolation, approximation, eigenvalues and eigenvectors, optimization, and ordinary and partial differential equations. —H. Wozniakowski  
*Prerequisite: Knowledge of a programming language. Some knowledge of differential equations and linear algebra is desirable.*

3 points.

**CSC W 4400x, y****Computers and Society**

The impact of computers on political, social, and economic processes. Evaluation of the positive and negative contributions of computers. Case studies from banking, law, medicine, and television. Privacy and security of data banks. How society can direct the development of computer applications. —S. Unger  
*Prerequisite: An introductory course in computer programming.*

3 points.

**CSC W 4701x, y****Artificial Intelligence**

Designed to give a senior-level student in computer science a broad understanding of the basic techniques in use today for building intelligent computer systems. State-space representations, problem reduction, means-end analysis, and-or graphs. Heuristic searching: depth-first, breadth-first, best-first, hill-climbing, divide and conquer, minimax, alpha-beta. Predicate calculus, resolution theorem proving. Horn clause theorem provers. AI systems and languages: goals and contexts. Issues of knowledge representation. Learning and concept formation. LISP programming. Other topics as time permits. —x: E. Siegel; y: A. Kosoresow

*Prerequisite: CSC W 3139.*

3 points.

**CSC W 4705x, y****Natural Language Processing**

An introduction to the artificial intelligence approach to human language processing. Topics such as information extraction, text summarization, machine translation, spoken language, and language processing for the Internet. Particular attention is given to robust techniques that can handle understanding and generation for the large amounts of text on the web. —K. McKeown

*Prerequisite: CSC W 3139 (or W 3131). Some prior or concurrent exposure to AI and LISP is useful.*

3 points.

**CSC W 4721y****Advanced Intelligent Systems**

Focus is on current methods of implementing AI expert systems. Topics include the structure of problem-solving engines and knowledge bases for expert performance; problem taxonomies; methods to automate the acquisition of human experiential knowledge; methods to automate the explanation of problem-solving behavior; and examples of existing expert systems and their application areas. —Instructor TBA

*Prerequisite: CSC W 4701.*

3 points.

**CSC W 4725y****Knowledge Representation and Reasoning**

General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. A selection of some advanced topics such as hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Particular attention is paid to design tradeoffs between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications. —Instructor TBA

*Prerequisite: CSC W 4701.*

3 points.



## **CSC W 4731x**

### **Computer Vision**

The fundamentals of computer vision, viewed from an artificial intelligence perspective. Image formation. Low-level processing: edge detection, stereo, shape from shading, optical flow. Middle-level processing: line and curve aggregation, region growing, texture, image sequences. High-level processing: shape representations in two and three dimensions. Image understanding: knowledge bases, matching inference, and planning. Other topics as time permits. Course programming project required. —S. Nayar

*Prerequisite:* CSC W 4701 or the instructor's permission.

3 points.

## **CSC W 4733x, y**

### **Computational Aspects of Robotics**

Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics; computer architectures for robotics; integration and uses of sensors; world modeling systems; design and use of robotic programming languages; and applications of artificial intelligence for planning, assembly, and manipulation. —P. Allen

*Prerequisite:* CSC W 3139

3 points.

## **CSC W 4771x, y**

### **Machine Learning**

Course material: approaches, strategies, and algorithms for machine learning and knowledge acquisition. Topics include generalization and inductive inference, statistical pattern recognition, knowledge discovery in databases, connectionist learning, and genetic algorithms. Algorithms include version spaces, ID3, CART, and Bayesian classifiers; students are expected to implement several algorithms in LISP (preferred) or C. —Instructor TBA

*Prerequisite:* CSC W 4701.

3 points.

## **SC W 4824x**

### **Computer Architecture**

A comprehensive introduction to modern computer architecture. Focus is on advanced topics, illustrated by recent case studies. Fundamentals of quantitative analysis. Basics of pipelining: data and control hazards, stalling, precise exception. Advanced pipelining: instruction-level parallelism (ILP), scoreboarding, dynamic branch prediction, superscalar and VLIW architectures. Caches: multilevel, prefetching, varying block size and associativity. Memories: interleaving, virtual memory, TLBs. Introduction to storage systems. Multiprocessors: Flynn's taxonomy, distributed vs. shared-memory architecture, cache coherence problem. —S. Nowick

*Prerequisites:* CSC W 3824 and fundamentals of digital logic (CSW 3823 or the equivalent).

3 points.

## **CSC W 4825x**

### **Digital Systems Design**

Combination logic design: symmetric, iterative, and unate functions. Techniques for design of NAND or NOR logic. Logic design using gate arrays and PLAs. CAD (computer-aided design) methods for logic synthesis. Clocking schemes for 1- and 2-phase systems. Fault checking: LSSD (level-sensitive scan design), signature testing. CAD languages for top-down design of large systems. Simulation of digital systems. —S. Unger

*Prerequisite:* CSC W 3824.

3 points.

## **CSC W 4861y**

### **Computer-Aided Design of Digital Systems**

Introduction to modern CAD tools, algorithms, and applications. Topics include: exact and heuristic 2-level logic minimization, multilevel logic optimization, Boolean manipulation, unate and binate covering algorithms, the unate recursive paradigm, sequential optimization, binary decision diagrams (BDDs), automatic test pattern generation (ATPG), and technology mapping. Students will gain experience using

CAD tools. A small programming project is required. —S. Nowick

*Prerequisites:* CSC W 3823 and W 3139 (W 3131) or permission of the instructor. CSC W 3261 recommended, but not required.

3 points.

**CSC W 4901x, y**

**Projects in Computer Science**

A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for more than a total of 3 points of degree credit. —Staff

*Prerequisite:* Approval by a faculty member who agrees to supervise the work.

0-3 points.

**CSC W 4995x, y**

**Special Topics in Computer Science**

Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit.

—x: J. Kender; y: Instructor(s) TBA

*Prerequisite:* Permission of the instructor.

3 points.

**CSC W 4996x, y**

**Special Topics in Computer Science**

A continuation of Computer Science W 4995, when the special topic is to be offered over two terms.

—Instructor(s) TBA

*Prerequisite:* Permission of the instructor(s).

3 points.

**CSC W 4999x or y**

**Computing and the Humanities**

Text data bases. Language applications, such as machine translation, information and retrieval, and computational stylistics (determining authorship). Digital library applications, including issues in text acquisition, text markup, networking display, and user interfaces. Educational applications. Legal reasoning, history applications involving inferencing and databases. —Instructor TBA

3 points.

**Professor:** Sandra Genter, Janet Mansfield Soares (Chair)

**Associate Professor:** Donlin Foreman

**Adjunct Professor:** Uttara Coorlawala

**Lecturer:** Mary Lisa Burns

**Associates:** Maguette Camara, Katie Glasner, Sandra Kaufmann, Katiti King, Elena Kunikova, Gloria Marina, Kraig Patterson, Sabrina Pillars, Neta Pulvermacher

**Technical Director:** Rhonda Robinson

**Administrative Assistant:** Renee D'Aoust

The Barnard Dance Department seeks to develop technical versatility in dance performance, skill and originality in choreography, and critical understanding of the art of dance as a part of history and culture. Emphasis is placed on performing opportunities in ballet and modern idioms each semester, and on the encouragement of each student's growth as a creative artist.

Studios and theatres in New York City provide Barnard students opportunities to study and view an array of dance, while major libraries and dance institutions offer rich possibilities for research. The Dance Department regularly invites guest artists to teach and choreograph throughout the year.

All dance courses except Senior Seminar are open to students who meet the prerequisites. Barnard College Dance Department is an accredited institutional member of the National Association of Schools of Dance.

Students contemplating a dance major should consult with a member of the department in their first year. Declaration of the major requires departmental approval.

## REQUIREMENTS FOR THE MAJOR

- I. Majors must fulfill an 11 course requirement to include BC 3591 *Senior Seminar for Dance*, one course in dance history (BC 2565 or BC 2566), one in movement science (BC 2561 or BC 2562), one in dance composition (BC 2563 or BC 2564), and one with a significant writing component (such as BC 2570, BC 3574, BC 3576, or BC 3577). Majors normally take two technique courses per semester. A Senior Major Project in dance must be completed either in a research thesis or a performance under the supervision of a chosen department adviser. The remaining courses for the major may be selected from the following:

DAN BC 2560	<i>What is Dance?</i>
DAN BC 2555	<i>Ensemble Dance Repertory: Modern</i>
DAN BC 2556	<i>Ensemble Dance Repertory: Ballet</i>
DAN BC 2558	<i>Evolution of Classic Spanish Dance</i>
DAN BC 2561	<i>Kinesiology</i>
DAN BC 2562	<i>Movement Analysis</i>
DAN BC 2563	<i>Dance Composition: Form</i>
DAN BC 2564	<i>Dance Composition: Content</i>
DAN BC 2565	<i>History of Dance I: Multicultural Perspectives</i>
DAN BC 2566	<i>History of Dance II: Renaissance to the Present</i>
DAN BC 2567	<i>Music for Dance</i>
DAN BC 2570	<i>Dance in New York City</i>
DAN BC 3571	<i>Solo Repertory: Performance Styles</i>
DAN BC 3572	<i>Dance Production</i>
DAN BC 3574	<i>Seminar on Contemporary Choreographers and Their Works</i>



DAN BC 3576	<i>Dance Criticism</i>
DAN BC 3577	<i>Performing the Political</i>
DAN BC 3590	<i>Rehearsal and Performance in Dance (for 3 points)</i>
DAN BC 3592	<i>Senior Project: Research for Dance x,y</i>
DAN BC 3593	<i>Senior Project: Repertory for Dance x,y</i>

II. A minimum of six points of dance technique courses. Students are also encouraged to elect courses outside the department in pursuit of the historical and cultural context of dance.

REQUIREMENTS FOR THE MINOR

Six courses constitute a minor in Dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken. Courses are to be selected on the basis of consultation with the department chair.

COURSES OF INSTRUCTION

DAN BC 2560  
What Is Dance?

An introduction to the world of dance as ritual, recreation, and art form. The aesthetics of dance as a performing art are addressed, as well as the analysis of elements comprising a dance work. This will be combined with historical information and the viewing of both live and recorded dance performances. Provides an overview with appropriate readings, lectures, and written assignments.  
3 points.

DAN BC 2561x  
Kinesiology

Focus on physical sciences that relate to human movement, with an emphasis on functional anatomy. Topics include skeletal structure, physics of dance, muscular balance, and improving movement potential. —S. Genter  
3 points.

DAN BC 2562y  
Movement Analysis

Study of the nature of human movement concentrating on the basic elements of space, time, and body dynamics through readings, viewings, experimentation, and discussion. Learning descriptive movement language and analytical skill from the concepts of Rudolph Laban and other movement theorists. Includes written and performance projects. —S. Genter  
3 points. Not offered in 1999-2000.

DAN BC 3571  
Solo Repertory: Performance Styles

The study of solo excerpts from classical ballet and modern dance repertory and the presentation of individual research in both written and performance format. Emphasis will be placed on the role that the dancer must play to facilitate the realization of the choreographer's concept. —D. Foreman  
3 points.

DAN BC 3572y  
Dance Production

The rigorous study of the visual elements of dance design through aesthetic and critical evaluation of lighting, costume, and scenographic techniques as they relate to specific dance repertory works. —Instructor TBA  
3 points.

DAN BC 2555 (Modern Dance), 2556 (Ballet)  
Ensemble Dance Repertory

The study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works,

# DANCE

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and understanding the choreographic process by working in a creation from initial concept to finished dance. —Instructor TBA

*Prerequisite: Permission of instructor.*

3 points.

## **DAN BC 2558y**

### **Evolution of Spanish Dance Style**

Study of Spanish dance and music from late 17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain.

*Research paper and presentation required. Prerequisite: BC 3250x and permission of the instructor.*

3 points. Not offered in 1999-2000.

III H

## **DAN BC 2563x**

### **Dance Composition: Form**

The study of choreography as a creative art. The development and organization of movement materials according to formal principles of composition in solo and duet forms. Applicable to all styles of dance. —J. Soares

3 points.

## **DAN BC 2564y**

### **Dance Composition: Content**

Continued study of choreography as a communicative performing art. This semester of dance-making focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium, and on unity of style in each work. Group as well as solo compositions will be assigned. —J. Soares

3 points.

## **DAN BC 2565x**

### **History of Dance I: Multicultural Perspectives**

Investigates the multicultural perspectives of dance in major areas of culture in the world to include African, Asian, Hispanic, Indian, and Mideastern dance, as well as dance history of the Americas. Sources include films, original documents, demonstrations, and performances. Reading, writing, and viewing assignments. —Instructor TBA

3 points.

II H

## **DAN BC 2566y**

### **History of Dance II: Renaissance to the Present**

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance. —S. Genter

3 points.

III H

## **DAN BC 2567y**

### **Music for Dance**

An intensive study of musicianship and musical literacy designed for students of dance. Analysis of the elements of rhythm, musical structure, texture, and style in the relationship of music to sound in the compositional process.

3 points. Not offered in 1999-2000.

## **DAN BC 2570**

### **Dance in New York City**

A study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students will observe the social environments in which various modes of dance works are created while researching the history of dance in New York City. —Instructor TBA

3 points. Fee: \$95.

III H

**DAN BC 3099x, y**  
**Independent Study**

—Staff

1-4 points.

**DAN BC 3574x**

**Seminar on Contemporary Choreographers and Their Works**

Choreographic methods, structures, themes, and vocabulary will be examined in seminar discussions. Sources include assigned readings, film/video, and interviews with guest artists. Students must attend live performances, write short analytical papers, and present a final research project. —S. Genter  
 3 points. III H

**DAN BC 3576y**

**Dance Criticism**

Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions. —Instructor TBA  
 3 points.

**DAN BC 3577y**

**Performing the Political: Embodying Change in 20th-Century American Performance**

An examination of ways in which political and social ideologies are embedded in 20th-century American performance. Topics include venues designed to support traditional values, as well as to propagandize, such as pageantry, worker's theatre and dance, and performance art. Reading and viewing assignments.  
 3 points. *Not offered in 1999-2000.* III H

**DAN BC 3590x, y**

**Rehearsal and Performance in Dance**

Students take part in the full production of a dance as performers, choreographers, designers, or stage technicians. —Staff

*Prerequisite: Audition. Permission of instructor required. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester. Will be graded.*

1-3 points.

**DAN BC 3591x**

**Senior Seminar in Dance**

Research and scholarly writing in chosen topics relating to dance. Methods of investigation will be drawn from prominent archival collections and personal interviews, as well as other resources. Papers will be formally presented to the Dance Department upon completion. —J. Soares  
 4 points.

**BC 3592x, y**

**Senior Project: Research for Dance**

Independent study for research and writing (35-50-page thesis required). —Staff  
 3 points.

**BC 3593x, y**

**Senior Project: Repertory for Dance**

Independent study for preparing and performing repertory works in production to be presented in concert. —Staff  
 3 points.

**DANCE TECHNIQUE COURSES**

Level I courses, except for Dance Styles courses, receive a P/D/F grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken for 0 credit to fulfill the physical education requirement. One-point dance technique courses **taken by non-dance majors** for credit over and above the physical



# DANCE

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education requirement are included in the existing maximum of 18 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance techniques class only if she has completed or is concurrently completing the Physical Education requirement.

## Modern Dance

The study of contemporary dance based on the work of 20th-century innovators, including Cunningham, Graham, Humphrey, Limón, and others. Aesthetic principles of modern dance will be taught with increased technical demands required at each successive level.

### **DAN BC 1329x**

#### **Fundamentals of Dance Movement**

—Instructor TBA

*1 point.*

### **DAN BC 1330x, 1331y**

#### **Modern I: Beginning Modern Dance**

—Instructor TBA

*1 point.*

### **DAN BC 1332x, 1333y**

#### **Modern II: Advanced Beginning Modern Dance**

—Instructor TBA

*1 point.*

### **DAN BC 2332x, 2333y**

#### **Modern III: Intermediate Modern Dance**

—Instructor TBA

*1 point.*

### **DAN BC 2334x, 2335y**

#### **Modern IV: High Intermediate Modern Dance**

—Instructor TBA

*1 point.*

### **DAN BC 3332x, 3333y**

#### **Modern V: Advanced Modern Dance**

—Instructor TBA

*1 point.*

### **DAN BC 3335x, 3336y**

#### **Modern VI: High Advanced Modern Dance**

—Instructor TBA

*1 point.*

### **DAN BC 3334x, 3337y**

#### **Improvisation**

*1 point. Not offered in 1999-2000.*

## Ballet

Technique of classical ballet emphasizing proper alignment and graduated study of its vocabulary. Artistry of articulation, phrasing, dynamics, and nuance in the spectrum of classical materials will be addressed at each level.

### **DAN BC 1135x, 1136y**

#### **Ballet I: Beginning Ballet**

—K. Glasner, S. Pillars

*1 point.*

**DAN BC 1137x, 1138y**  
**Ballet II: Advanced Beginning Ballet**

—D. Foreman, K. Glasner  
 1 point.

**DAN BC 2137x, 2138y**  
**Ballet III: Intermediate Ballet**

—K. Glasner  
 1 point.

**DAN BC 2139x, 2140y**  
**Ballet IV: High Intermediate Ballet**

—K. Glasner, S. Pillars  
 1 point.

**DAN BC 2143**  
**Pointe: Basic Study of Pointe Work for Ballet**

Placement, stretch, balance, and strengthening *en pointe* at the barre, with beginning center study of relevés, bourrées, pirouettes, etc., in preparation for more advanced ballet technique.  
*Prerequisite: BC 2137x or y, or permission of the department.*  
 1 point.

**DAN BC 3138x, 3139y**  
**Ballet V: Advanced Ballet**

—x: E. Kunikova; y: S. Pillars  
 1 point.

**DAN BC 3140x, 3141y**  
**Ballet VI: Advanced Ballet with Pointe**

—E. Kunikova  
 1 point.

**DAN BC 3142x, 3143y**  
**Classic Variations**

*Prerequisite/corequisite: DAN BC 3138x, BC 3139y, or BC 3141y.*  
 1 point. Not offered in 1999-2000.

**DANCE STYLES**

The study of indigenous dance forms including character, classical Spanish, jazz, musical theatre, and tap.

**DAN BC 1247x, 1248y**  
**Jazz I: Beginning Jazz Dance**

—K. King  
*Prerequisite: DAN BC 1137x, BC 1138y, BC 1332x, or BC 1333y. Intermediate level in modern or ballet technique is required.*  
 1 point.

**DAN BC 2248x, 2249y**  
**Jazz II: Intermediate Jazz Dance**

—K. King  
*Prerequisite: DAN BC 1247 or BC 1248.*  
 1 point.

**DAN BC 2252x, y**  
**African Dance I**

Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented. —M. Camara  
 1 point.

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## **DAN BC 2253**

### **Classical Indian Dance**

Principles and practices of Bharata Natyam including the *adavu* movement system, *hasta* or hand gestures, narrative techniques, or *abhanaya*, as well as other classical Indian dance forms.

1 point.

## **DAN BC 3248x, 3249y**

### **Jazz III: Advanced Jazz Dance**

—K. King

*Prerequisite:* DAN BC 2248x, y

1 point.

## **DAN BC 1445x, 1446y**

### **Tap I: Beginning Tap Dance**

—M. Morrison

1 point.

## **DAN BC 2447x, 2448y**

### **Tap II: Intermediate Tap Dance**

—M. Morrison

1 point.

## **DAN BC 2450x, 2451y**

### **Musical Theatre Dance**

*Prerequisites:* DAN BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or permission of the Dance Department.

*Intermediate level in modern or ballet technique is required.*

1 point. Not offered in 1999-2000.

## **DAN BC 3150**

### **Advanced Studio**

For those students who have completed the highest levels of technique and wish to continue advanced dance study at Barnard.

*Prerequisites:* Permission of the Dance Department. May be repeated 4 times for credit.

1 point.

## **DAN BC 3250x, 3251y**

### **Flamenco and Classical Spanish Dance I**

—G. Marina

*Prerequisites:* DAN BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or permission of the Dance Department.

*Intermediate level in modern or ballet technique is required.*

1 point.

## **DAN BC 3252x, 3353y**

### **Flamenco and Classical Spanish Dance II**

—G. Marina

*Prerequisites:* DAN BC 3250x, y, or permission of the Dance Department.

1 point. Not offered in 1999-2000.



**Professors:** André Burgstaller, Sumner La Croix (Visiting), Diane J. Macunovich

**Associate Professor:** Perry Mehrling (Chair), Rajiv Sethi

**Assistant Professors:** Alan Dye, Sharon Harrison, Elizabeth Katz, Lalith Munasinghe, Rhonda Sharpe (Visiting)

Other officers of the University offering courses listed below:

**Professors:** Alessandra Casella, Padma Desai, Phoebus Dhrymes, Richard Ericson, Ronald Findlay, Kelvin Lancaster, Robert Mundell, Edmund Phelps, Xavier Sala-I-Martin, Stanislaw Weilisz

**Associate Professors:** Todd Idson, Brendon O'Flaherty

**Assistant Professors:** Benjamin Broadbent, Stephen Cameron, Mitali Das, Lena Edlund, Marc Hentry, Matthew Kahn, Levent Koçkesen, Kenneth Leonard, John McLaren, Ronald Miller, Eiichi Miyagawa, Rohini Pande, Alexander Pfaff, Chris Sanchirico

**Adjunct Professors:** Vahid Nowshirvani, Carl Riskin, Lewis Schier, David Weiman

The Department of Economics offers a broad course of study in economic theory and applied economics. The study of economics is an important foundation for a student's general understanding of modern history and society. Barnard's major programs in economics also prepare students for graduate work in economics, business, law, public administration, and international relations and related fields, as well as for careers in business, finance, and government. The aims of the programs are: (i) to foster a critical understanding of economics and its relation to other disciplines; and (ii) to develop students' mastery of modern economic theory and its tools of analysis.

Students planning to major in economics or political economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

Barnard will allow 3 points credit *each* (for a total of 9 points) with a score of 4 or 5 on the AP exam in the following subjects: Macroeconomics; Microeconomics; and Statistics. Economics-track majors, however, will *not* be exempt from the statistics requirement ECO BC 2411 or the equivalent, even if they receive 3 points AP credit for Statistics. A student who chooses credit for AP Macro cannot receive Barnard credit for ECO BC 1001. A student who chooses credit for AP Micro cannot receive Barnard credit for ECO BC 1002 or ECO W 1105.

## REQUIREMENTS FOR THE MAJOR

There are two tracks for the major in economics equal in rigor, but different in scope and focus. The track in Economics teaches students the theory and the analytical and mathematical tools now expected of entering graduate students in economics and useful for graduate study in related fields such as business. The track in Political Economy emphasizes the roots of modern economics in the history of economic thought and the interconnections between social forces, political institutions, and economic power. This track constitutes an excellent preparation for a variety of professional schools and careers.

Prospective majors should discuss their programs with any member of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student also chooses a major adviser, who will advise her as to choice of program and courses and help in the choice of a senior essay topic and adviser.

Students who wish to complete a double or joint major that includes economics should consult the chair of the department as early in their planning as possible.

### Economics

The Economics track major requires two semesters of calculus and nine courses in economics, including:

ECO BC 2411	<i>Statistics for Economics</i> (or STA W 1111 <i>Introduction to Statistics</i> or STA W 1001 <i>Introduction to Statistical Reasoning</i> )
ECO BC 3018	<i>Econometrics</i>
ECO BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECO BC 3035	<i>Intermediate Microeconomic Theory</i>
ECO BC 3041	<i>Theoretical Foundations of Political Economy</i> ;

two electives with intermediate micro- or macroeconomic theory as a prerequisite; and either ECO BC 3061-62, *Senior Thesis*, or a Senior Seminar (ECO BC 3063, ECO BC 3064) and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECO BC 3098, *Guided Research in Economics*, may be substituted for the additional elective.)

Political Economy

The Political Economy track major requires 11 courses, including:

ECO BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECO BC 3035	<i>Intermediate Microeconomic Theory</i>
ECO BC 3041	<i>Theoretical Foundations of Political Economy</i> ;

three electives in economics, two of which have intermediate micro- or macroeconomic theory as a prerequisite; two electives in economics (excluding introductory economics) or a related discipline; one upper-level course in political science\*; and either ECO BC 3061-62 *Senior Thesis*, or a Senior Seminar (ECO BC 3063, ECO BC 3064); and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECO BC 3098 *Guided Research in Economics* may be substituted for the additional elective.)

\*The following political science courses are not considered upper level:

BC 1001	<i>Dynamics of American Politics</i>
V 1501	<i>Introduction to Comparative Politics</i>
V 1601	<i>International Politics</i>
BC 1013	<i>Political Theory</i>

Both Economics and Political Economy track majors must file the “Major Requirements Declaration” form—available from the department office—no later than at registration for the second semester of their senior year.

We recommend that all Political Economy track majors — especially those who plan to go on to business school or to graduate school in public administration or international relations — take one semester of college-credit math (either pre-calculus or calculus) and Economics BC 2411. Political Economy track majors who plan to go on to graduate school Ph.D. programs in economics should take two years of mathematics, including one year of calculus, and statistics and econometrics.

Mathematics Training for the Major

The department expects *all* majors to have a working knowledge of arithmetic, high-school algebra, and the fundamentals of analytic geometry.

REQUIREMENTS FOR THE MINOR

The minor in economics requires five courses, including an introductory course in economics, BC 3033 or BC 3035, and three electives, one of which has an intermediate micro- or macroeconomic theory course as a prerequisite.



## COURSES OF INSTRUCTION

## INTRODUCTORY COURSES

The principles of economics and statistics; may be taken without previous study of economics or statistics.

**ECO BC 1001x, y**

**Introduction to Macroeconomics**

Basic concepts of economic analysis, with emphasis on the aggregate economy; essentials of supply and demand, national income and its determination, United States economic institutions, fiscal and monetary policy, international economics, economic growth and inequality, problems of developing nations. —Staff  
3 points. III S

**ECO BC 1002x, y**

**Introduction to Microeconomics**

Basic concepts of economic analysis, with emphasis on resource allocation: utility and demand, cost and supply, determination of prices and income distribution through demand and supply, market structures, and alternative economic systems. —Staff

*BC 1001 is not a prerequisite for BC 1002. Credit cannot be granted for both BC 1002 and W 1105*

*Principles of Economics.*

3 points.

S

**ECO BC 2035y**

**Microeconomic Policy Analysis**

Introduction to microeconomic theory and cost/benefit analysis through case studies. Specific cases studied may vary from year to year, but will always include at least one case from each of the following three subject areas: (1) environmental policy; (2) tax policy and income redistribution; and (3) urban economic development. —E. Katz

3 points.

S

**ECO BC 2411x**

**Statistics for Economics**

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures. —R. Sharpe

4 points.

S

## GENERAL COURSES

The study of history and of contemporary society in an economic perspective; institutional and traditional approaches. These courses may be taken without previous study of economics.

**ECO BC 2010y**

**The Economics of Gender**

Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons. —E. Katz

3 points.

I S

**ECO BC 2014y**

**Topics in Economic History**

Topics vary in content. See departmental listing or instructor for the current topic. —S. La Croix

3 points.

III S

**ECO BC 2023**

**Sustainable Development and the Global Environment**

An examination of the relationship between economic growth and the natural environment, with particular emphasis on developing countries. The linkages between poverty, population growth, and the depletion of the natural resource base will be explored. Other topics include gender and the environment, famines, and common property resource management. —Staff

3 points. Not offered in 1999-2000.

S



**ECO BC 2024x**

**Gender and Economic Development**

Analysis of the impact of economic development on gender relations, and the role that gender plays in the development strategies and outcomes. Topics include household resource allocation; labor force participation; migration; poverty and structural adjustment; property rights; gender and the environment; and gender issues in developing country education. —Staff

3 points. Not offered in 1999-2000.

I S

**CORE COURSES**

The courses listed below, required of Political Economy and/or Economics track majors, constitute the core of the Barnard Economics major.

**ECO BC 3018y**

**Econometrics**

Specification, estimation, and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and employment, and financial markets. —S. Harrison

*Prerequisites:* BC 3035 or BC 3033, and BC 2411 or STA W 1111 or STA W 1001, or permission of the instructor.

4 points.

S

**ECO BC 3033x, y**

**Intermediate Macroeconomic Theory**

Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments. Weekly recitation section to complement lectures. —Staff

*Prerequisites:* An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.

4 points.

S

**ECO BC 3035x, y**

**Intermediate Microeconomic Theory**

Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving. Weekly recitation section to complement lectures. —Staff

*x: Prerequisites:* An introductory course in microeconomics (ECO BC 1002, W1105 or the equivalent) and a functioning knowledge of high school algebra and analytical geometry, or permission of the instructor. This section is primarily for students in the Political Economy track. *y: Prerequisites:* An introductory course in microeconomics or permission of the instructor, and two semesters of calculus (the second semester of calculus can be taken concurrently). This section is primarily for students in the Economics track.

4 points.

S

**ECO BC 3041x, y**

**Theoretical Foundations of Political Economy**

Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism. —Staff

*Prerequisite:* An introductory course in economics or permission of the instructor.

3 points.

III S

**UPPER-LEVEL ELECTIVE COURSES**

The following economics elective courses have as a minimum either ECO BC 3033, ECO BC 3035, or both as prerequisites.

**ECO BC 3011y**

**Poverty and Income Distribution**

Issues of definition and measurement relating to poverty and distribution of income in the U.S., analysis of cross-section and time-series data; alternative economic theories of poverty and income distribution, e.g., transfers, wage subsidies, training programs. —R. Sharpe

*Prerequisite:* BC 3035 or BC 3033, or permission of the instructor.

3 points.

S

**ECO BC 3013x****Economic History of the United States**

Economic transformation of the United States from the colonial period to the present. —S. La Croix

*Prerequisite: BC 3035 or BC 3033, or permission of the instructor.*

3 points.

III S

**ECO BC 3016x****Spending, Deficits, and Taxes**

Principles of government expenditure and taxation; alternative theoretical perspectives on government's role in a "mixed economy," structure of U.S. tax system, with emphasis on tax incidence, the effects of taxes on economic behavior, and detailed analysis of selected policy issues. —Staff

*Prerequisite: BC 3035 or BC 3033, or permission of the instructor.*

3 points. Not offered in 1999-2000.

S

**ECO BC 3017y****Economics of Business Organization**

The economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage. —A. Dye

*Prerequisite: BC 3035 or permission of the instructor.*

3 points.

I S

**ECO BC 3019y****Labor Economics**

Factors affecting the allocation and remuneration of labor; population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy. —D. Macunovich

*Prerequisite: BC 3035, or permission of the instructor.*

3 points.

S

**ECO BC 3021y****The Regulation of Industry**

The economic effects of government regulation of industry; the history, structure, and organization of regulatory agencies; the theory of natural monopoly and public utility pricing; the costs and benefits of health and safety regulations; case studies of specific industries. —Staff

*Prerequisite: BC 3035.*

3 points. Not offered in 1999-2000.

S

**ECO V 3025y****Financial Economics**

Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, Eurobond, Eurocurrency, futures, options, and other).

Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis. —R. Sethi

*Prerequisites: BC 3035 and BC 2411 or the equivalent.*

3 points.

S

**ECO BC 3029x****Development Economics**

A broad overview of the leading issues in development economics, including macroeconomic theories of development; poverty and inequality; population; agricultural development; rural-urban migration; natural resources and the environment; the roles of trade, international finance, direct foreign investment, and foreign aid; stabilization and structural adjustment. —S. La Croix

*Prerequisite: BC 3035 or BC 3033, or permission of the instructor.*

3 points.

I S

**ECO BC 3037y**  
**Growth and Distribution**

Classical theories of growth and distribution and their modern transformations; the dynamic effects of changes in technology, savings behavior, and the distribution between wages and profits on the rate of economic growth; growth dynamics with limited resources; multi-sectoral growth models, relative prices, and the uniform rate of profit; applications to the study of real economies. —A. Burgstaller  
*Prerequisites:* BC 3033 and BC 3035, or permission of the instructor.  
3 points. S

**ECO BC 3038y**  
**International Money and Finance**

An introduction to balance of payments and exchange rate theory. Internal and external adjustment under fixed and flexible exchange rates. International financial markets. Capital mobility and expectations. International policy coordination, optimum currency areas, and their role in global and regional economic integration. History of the international monetary system. —Staff  
*Prerequisite:* BC 3033  
3 points. Not offered in 1999-2000. S

**ECO BC 3039x**  
**Environmental and Natural Resource Economics**

The link between economic behavior and environmental quality: valuation of non-market benefits of pollution abatement; emissions standards; taxes; and transferable discharge permits. Specific problems of hazardous waste; the distribution of hazardous pollutants across different sub-groups of the U.S. population; the exploitation of commonly owned natural resources; and the links between the environment, income distribution, and economic development. —R. Sethi  
*Prerequisite:* ECO BC 1002 or ECO BC 2035. *Prerequisite for Economics majors:* ECO BC 3035.  
3 points. Not offered in 1999-2000. S

**ECO BC 3051**  
**Law and Economics**

Economic analysis of the law (U.S.). Constitutional law, property law, contracts, torts, corporation law. Economic rationale for existing legal rules and economic forces changing legal rules. —Staff  
*Prerequisite:* BC 3035  
3 points. Not offered in 1999-2000. S

**ECO V 3265**  
**The Economics of Money and Banking**

Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform. —Staff  
*Prerequisite:* *Intermediate Macroeconomic Theory*, ECO BC 3033.  
3 points. Not offered in 1999-2000. III S

**ECO BC 3098x,y**  
**Guided Research in Economics**

Provides an opportunity for hands-on learning by participating in a faculty-designed research project. The student will 1) receive instruction on the techniques and tools necessary for academic research, and 2) immediately apply this knowledge to a well-defined research project. This course is excellent preparation for further independent study or research. Regular conferences with the instructor and a comprehensive research journal are required. It is recommended that the student complete ECO BC 3098 prior to enrolling in ECO BC 3099. —Staff  
*Prerequisite:* BC 3033 or BC 3035  
3 points. S

**ECO BC 3099x,y**  
**Independent Study**  
—Staff

*Prerequisite:* BC 3033 or BC 3035 or permission of the instructor.  
Points TBA. S



SENIOR REQUIREMENT

Economics majors must take one of the following 3 courses.

**ECO BC 3061x, 3062y**  
**Senior Thesis**

Tutorials and conferences on the research for and writing of the senior essay. —Staff  
*Prerequisite: Permission of the instructor.*  
 4 points.

**ECO BC 3063x,y**  
**Seminar: Topics in Economic Theory**

A topic in economic theory of the instructor's choice. See departmental listing or instructor for current topic. —Staff  
*Prerequisites: BC 3035 or BC 3033, and permission of the instructor.*  
 4 points. S

**ECO BC 3064x,y**  
**Seminar: Topics in Economic Policy**

A topic in economic policy of the instructor's choice. See departmental listing or instructor for current topic. —Staff  
*Prerequisites: BC 3035 or BC 3033, and permission of the instructor.*  
 4 points. S

COLUMBIA COURSES

The following courses are described in the bulletin of Columbia College. Graduate courses are open to qualified undergraduates with the instructor's permission.  
**Note:** Barnard Economics BC 3033 is equivalent to Columbia W 3213, and Barnard BC 3035 to Columbia W 3211. Please consult the department office for a list of Columbia economics courses whose subject matter overlaps directly with Barnard economics courses (only one of two such courses will earn credit).

**ECO W 2261x, y**  
**Introduction to Accounting and Finance**

*Prerequisite: W 1105. (Note: Only one course in accounting will be credited toward the Bachelor of Arts degree.)*  
 4 points.

**ECO V 3025 x**  
**Financial Economics**

—Instructor TBA  
*Prerequisites: STAT W 1111 or BC 2411, W 3211, and W 3213*  
 3 points. Not offered in 1999-2000.

**ECO W 3412x, y**  
**Econometrics**

*Prerequisites: Statistics W 1111 or the equivalent and W 3211 and W 3213 and 2 semesters of calculus. (Equivalent to BC 3018)*  
 3 points. S

**ECO W 4020y**  
**Economics of Uncertainty and Information**

—Instructor TBA  
*Prerequisites: W 3211, W 3213, and STA W 1111*  
 3 points. Not offered in 1999-2000. S

**ECO W 4228y**  
**Urban Economics**

—B. O'Flaherty  
*Prerequisites: W 3211 and W 3213.*  
 3 points. III S

<b>ECO W 4235x</b> <b>Historical Foundations of Modern Economics: Adam Smith to J. M. Keynes</b> —K. Lancaster <i>Prerequisites: W 3211 and W 3213 (Equivalent to BC 3041)</i> 3 points.	S
<b>ECO W 4251x</b> <b>Industrial Organization</b> —R. Pande <i>Prerequisites: W 3211 and W 3213.</i> 3 points.	S
<b>ECO W 4311y</b> <b>Economic History of the U.S.</b> —D. Weiman <i>Prerequisites: W 3211 and W 3213. (Equivalent to BC 3013)</i> 3 points.	III S
<b>ECO W 4321x</b> <b>Economic Development</b> —S. Wellisz <i>Prerequisites: ECO W 3211 and W 3213. (Equivalent to BC 3029)</i> 3 points.	S
<b>ECO W 4325x</b> <b>Economic Organization and Development of Japan</b> —Instructor TBA <i>Prerequisites: W 3211 and W 3213.</i> 3 points. Not offered in 1999-2000.	II S
<b>ECO W 4329x</b> <b>Economics of Sustainable Development</b> —A. Pfaff <i>Prerequisites: W 3211 and W 3213.</i> 3 points.	S
<b>ECO G 4337x</b> <b>Economic Organization and Development of the Middle East</b> —V. Nowshirvani <i>Prerequisites: W 3211 and W 3213.</i> 3 points.	II S
<b>ECO G 4340x</b> <b>Developing Countries in the World Economy</b> —J. Bhagwati <i>Prerequisites: W 3211 and W 3213.</i> 3 points.	I S
<b>ECO W 4345x</b> <b>World Economic Problems</b> —E. Phelps <i>Prerequisites: W 3211 and W 3213.</i> 3 points.	I S
<b>ECO W 4370y</b> <b>Political Economy</b> —S. Wellisz <i>Prerequisites: W 3211 and W 3213.</i> 3 points.	III S

**ECO W 4375x****The Rise of the Atlantic Economy**

An examination of the causes and consequences of long-term regional and global economic integration by looking at the rise of the Atlantic economy from the early modern period to the present century. The focus will be on the integration of Western Europe, North America, Latin America, and the Caribbean, and on comparison of the different paths of long-term economic growth in these regions. —A. Dye

*Prerequisite:* BC 3035 or W 3211 or permission of the instructor.

3 points. Not offered in 1999-2000.

III S

**ECO W 4400y****Labor Economics**

—L. Edlund

*Prerequisites:* W 3211 and W 3213. (Equivalent to BC 3019)

3 points.

S

**ECO W 4414x****Mathematical Economics**

—Instructor TBA

*Prerequisites:* MAT V 1111, V1112 (Calc IS, IIS) and ECO W 3211 and W 3213.

3 points. Not offered in 1999-2000.

S

**ECO W 4415x****Game Theory**

—L. Koçkesen

*Prerequisites:* Economics W 3211 and W 3213.

3 points.

S

**ECO W 4438x****The Economics of Race in the U.S.**

—B. O'Flaherty

*Prerequisites:* Economics W 3211 and W 3213 and STA W 1111.

3 points.

III S

**ECO W 4465x****Public Economics**

—E. Miyagawa

*Prerequisites:* W 3211 and W 3213. (Equivalent to BC 3016)

3 points.

S

**ECO W 4500y****International Trade**

—R. Mundell

*Prerequisites:* W 3211 and W 3213.

3 points.

S

**ECO W 4505x****International Monetary Theory and Policy**

—R. Mundell

*Prerequisites:* W 3211 and W 3213.

3 points.

S

**ECO G 4526y****Transition Issues in East Central Europe, Post-Soviet State, and Reforming Asian Economies**

—P. Desai

*Prerequisites:* W 3211 and W 3213.

3 points.

III S

**ECO W 4625y****The Economics of the Environment**

—M. Kahn

*Prerequisites:* W 3211 and W 3213. (Equivalent to BC 3039)

3 points.

S



# ECONOMICS

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<b>ECO W 4711x</b> <b>Monetary Economics and Policy</b> —Instructor TBA <i>Prerequisites: W3211 and W 3213.</i> <i>3 points. Not offered in 1999-2000.</i>	S
<b>ECO G 4523x</b> <b>Economic Organization and Development of the CIS</b> —R. Ericson <i>Prerequisites: W 3211 and W 3213.</i> <i>3 points. Not offered in 1999-2000.</i>	III S
<b>ECO G 4527y</b> <b>Economic Organization and Development of China</b> —C. Riskin <i>Prerequisites: W 3211 and W 3213.</i> <i>3 points.</i>	II S

This program is supervised by the Committee on Economic History.

**Economics:** Alan Dye (Program Adviser), Sumner La Croix

**History:** Deborah Valenze

The Economic History Program is an interdisciplinary program combining history and economics. It seeks to develop a knowledge of the human experience through the record of the past and an understanding of the historical process from an economic perspective. The program combines the discipline of investigation and interpretation of the past with the study of the tools of economic analysis and quantitative skills and their use in historical investigation. Majors in this program will have a broad academic exposure that will prepare them to enter graduate programs in law, business, public policy, or administration as well as economics and history.

REQUIREMENTS FOR THE MAJOR

A major in Economic History must complete the following 11 courses or their equivalents:

ECO BC 2014	<i>Topics in Economic History</i>
ECO BC 3013 or W 4311	<i>Economic History of the United States</i>
ECO BC 3041	<i>Theoretical Foundations of Political Economy</i>

Two of the following:

ECO BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECO BC 3035	<i>Intermediate Microeconomic Theory</i>
ECO BC 2411	<i>Statistics for Economics</i>

Four history courses (three within a single concentration) selected in consultation with the major adviser.

ECH BC 3066x-3067y      Two semesters of *Senior Research Seminar in Economic History* is to be supervised by a faculty member approved by the program adviser.

No minor is offered in Economic History.

**Economics Department Representative:** Perry Mehrling

**Mathematics Department Representative:** David Bayer

The Economics and Mathematics major provides the student with a grounding in economic theory comparable to that provided by the general economics major and exposes the student to rigorous and extensive training in mathematics. The program will be particularly useful for students planning to do graduate work in economics, which frequently demands greater mathematical training than that acquired through the minimum requirements of the basic economics degree.

## REQUIREMENTS FOR THE MAJOR

A major in Economics and Mathematics must complete the following 14 courses or their equivalents:

Economics: (7 courses)

ECO BC 3018

ECO BC 3033

ECO BC 3035

ECO BC 3041

ECO BC 3062

*Econometrics*

*Intermediate Macroeconomic Theory*

*Intermediate Microeconomic Theory*

*Theoretical Foundations of Political Economy*

*Senior Thesis* (two semesters of the *Senior Thesis* are optional) or a *Senior Seminar in Economics or Mathematics* (ECO BC 3063, ECO BC 3064, MAT V 3951, MAT V 3952 or an equivalent approved by the Chairs of the Mathematics and Economic majors)

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite.

Mathematics: (7 courses)

MAT V 1105-1106

*Calculus IS, IIS or MAT V 1101-1102, Calculus IA-IIA and MAT V 1201, Calculus IIIA or MAT V 1107-1108, Honors Mathematics and MAT V 1201, Calculus IIIA.*

MAT V 2010

*Linear Algebra*

MAT V 2500

*Analysis and Optimization or  
MAT W 4061 Introduction to Modern Analysis*

STAT-IEOR W 4150

*Introduction to Probability and Statistics*

Two electives above the 2000 level, one of which can be MAT V 3951 or MAT V 3952, the undergraduate seminar in mathematics.

Calculus IA, IIA, and IIIA or Honors Calculus may be substituted for IS, IIS with permission from the economics and mathematics department representatives. Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields.



# EDUCATION

336 Milbank Hall

854-2117, 5408, 7072, 7160

[www.barnard.columbia/acad/courses/edu.htm](http://www.barnard.columbia/acad/courses/edu.htm)

**Senior Lecturers:** Susan Riemer Sacks (Program Director)

**Lecturers:** Norma Mandel, Roberta Mitchell

This program is supervised by the Committee on Education:

**Professor of English:** Elizabeth Dalton

**Professor of Spanish:** Mirella Servodidio

**Professor of Psychology:** Peter Balsam

**Associate Dean of Columbia College:** Kathryn Yatrakis

**Dean of Students, School of General Studies:** Rick Ferrero

The Barnard Education Program provides a course of study for Barnard, Columbia, and General Studies students who are interested in teaching children or adolescents on the elementary or secondary level, or in working with young people or adults in human service agencies, or in preparing for careers related to education. The Education Program courses are taken in conjunction with a major in an approved field of study and may constitute a minor. Courses counted toward a major may not be doubly counted for a minor.

Interested first- or second-year students should consult with the Education Program faculty in 336 Milbank and obtain an information packet and application, along with the Admissions Policy. Enrollment for student teaching is limited. Applicants are accepted on the basis of good academic standing, evidence of interest in the field of education, and capacity for growth in areas vital to the teaching-learning experience. Students may apply for admission during the sophomore year and no later than the first Monday in October in the autumn term of the junior year. See Admissions Policy.

The Education Program is approved by the New York State Education Department. Graduates of the program are currently recommended for New York State Provisional Certification, which makes them eligible for membership in the Interstate Certification Agreement, a reciprocal certification arrangement among thirty-one states. Consistent with the program requirements, certification is based on demonstration of competency in both academic and field settings. Students must pass the New York State Teacher Certification Examination and the Seminar in Identifying and Reporting of Child Abuse as part of the certification process.

## Elementary School Program

This program leads to the New York State Provisional Common Branch Certificate (pre-K–6). Students participating in the elementary program must complete a total of 24 credits as follows:

One Psychology course, chosen from among:

Psychology BC 1105 or BC 1107  
Psychology BC 1127 or BC 1129  
Psychology BC 1130 or BC 1132  
Psychology BC 2134

*Psychology of Learning*  
*Developmental Psychology*  
*Human Memory and Learning*  
*Educational Psychology*

One Foundations course, chosen from among:

Philosophy V 3758  
Sociology V 3225  
Education BC 2032  
History BC 3461

*Philosophy of Education*  
*Sociology of Education*  
*Contemporary Issues in Education*  
*Education in American History*

A third course from either of the above categories, and the methods course with practicum:

# EDUCATION

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Education BC 2052  
Education BC 2055

*Seminar in Methods of Elementary School Teaching*  
*School Practicum*

During the Spring term of their junior year, all students entering the elementary education program take Education BC 2052 and corequisite Education BC 2055. BC 2052 and BC 2055 are prerequisites to elementary student teaching.

## Secondary School Program

Programs leading to the New York State Provisional Secondary Certificate (7–12) are offered in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students participating in the secondary program must complete a total of 20 credits from the following course of study:

One Psychology course, chosen from Psychology BC 1105 or BC 1107; BC 1127 or BC 1129; BC 1130 or BC 1132; or BC 2134;

One Foundation course, chosen from among Philosophy V 3758, Sociology V 3225, Education BC 2032, or History BC 3461.

The methods course with practicum:

Education BC 2062  
Education BC 2055

*Seminar in Secondary School Curriculum Development*  
*School Practicum*

All students entering the secondary education program take this methods course, which covers principles and methods for teaching English, Social Studies, the Sciences, Mathematics, and Ancient and Foreign Languages; and School Practicum, a classroom internship each week. Education BC 2062 and Education BC 2055 are prerequisites to secondary student teaching.

**All senior students** in the Elementary or Secondary Education Program enroll concurrently in the following two courses for four credits each:

Education BC 3063  
Education BC 3064

*Teaching in the Elementary or Secondary Schools*  
*Seminar in the Teaching-Learning Process*

Education BC 3063 is the field-based student teaching experience which places students in a public school classroom five mornings a week for one semester. Student teaching provides the opportunity to develop curricular materials and, with close supervision, to implement them through practice teaching.

Education BC 3064 is a weekly seminar which provides a forum for discussions of the principles and practices of classroom teaching. The student examines the teaching experience and the interrelationships between the subject area, child and adolescent development, the role of the school in society, and the teacher as a decision-maker.

Student teaching and the seminar should be registered as Education BC 3063x and BC 3064x in the Autumn term, or Education BC 3063y and BC 3064y in the Spring term. No more than two other courses may be taken in addition to student teaching and the seminar, and students with incompletes may not student teach.

Senior year student teaching may conflict with other opportunities at Barnard (e.g., Psychology BC 3465, BC 3466, assisting at the Center for Toddler Development). Students with these interests should arrange their schedules appropriately.

## REQUIREMENTS FOR THE MINOR

The minor requires a minimum of six courses: Education BC 3063, Education BC 3064, a methods course and the practicum course, and two others from those courses cited above, but not counted toward the major.



## COURSES OF INSTRUCTION

**EDU BC 2032x****Contemporary Issues in Education**

Study of critical issues confronting education today and the relation to contemporary society. Topics include equity in learning experiences for bilingual, culturally diverse, gifted, and disabled students—girls and boys. The impact of computers, technology, and values teaching on schooling will be addressed. Observations in classroom required. —Instructor TBA

*Enrollment limited to 25. Prerequisite: Permission of the instructor.*

4 points. W 2:10–4:00

I

**EDU BC 2052y****Seminar in Methods of Elementary School Teaching**

Methods of teaching reading and mathematics and techniques for integrating the core subjects into the elementary curricula examined through the experience of working with children in an elementary school classroom and the weekly Barnard seminar. —R. Mitchell

*This course should be taken in the Spring term of the junior year with corequisite BC 2055. Prerequisite to student teaching in the elementary grades. Open to Education Program applicants and others only with permission of the instructor.*

4 points. W 2:30–4:30

**EDU BC 2055y****School Practicum**

A school-based opportunity to investigate educational theory and methodology in practice through involvement in assigned elementary or secondary New York City public schools. Supervised classroom experiences interrelate with corequisite Methods seminars to provide an understanding of teaching and learning processes through participant observation of 6 hours per week. —Sec. 1 R. Mitchell; Sec. 2 C. Valenza

*Corequisite: Sec. 1, elementary, BC 2052y or Sec. 2, secondary, BC 2062y.*

2 points.

**EDU BC 2062y****Seminar in Secondary School Curriculum Development**

Theory and practice of developing curricula for secondary school classrooms. Emphasis on the application of pedagogical methods to specific content areas, as well as general strategies for classroom management and meeting the needs of diverse student populations. Includes analysis of teacher-centered to student-centered approaches, and incorporates portfolio assessment. —Staff

*This course should be taken in the Spring term of the junior year with corequisite BC 2055. Prerequisite to student teaching in the secondary schools. Open to Education Program applicants and to others only with permission of the instructor.*

4 points. W 2:30–4:30

**EDU BC 3063x, y****Teaching in the Elementary or Secondary Schools**

Student teaching: classroom teaching in elementary or secondary schools and exploration of the interrelations of process, content, and values in the educational experience. Student teaching requires a **minimum** of 20 class periods per week, each morning for one semester of the senior year. —Staff

*Prerequisite: Completion of BC 2052 or BC 2062 and BC 2055. Corequisite: BC 3064. Both BC 3063 and BC 3064 are required for teaching certification. Enrollment limited.*

4 points.

**EDU BC 3064x, y****Seminar in the Teaching-Learning Process**

Examination of principles of classroom teaching and educational process in our society. This seminar accompanies student teaching and provides guidelines for teaching reading and subject areas and workshop experiences related to the learning situation. Provides a forum for discussion of the principles and practices of classroom teaching and examines the educational process. Teaching skills are developed through individual supervision, conferences, and videotaping. Seminar sessions include discussion of prevention of drug, alcohol, and child abuse. —S.R. Sacks



*Prerequisite: Admission to Education Program. Corequisite: BC 3063. Enrollment limited.*  
4 points. M 2:10–4:00

**History HIS BC 3461x**  
**Education in American History**

*Permission of the instructor required.*  
4 points. Not offered in 1999-2000.

**Philosophy PHI V 3758y**  
**Philosophy of Education**

Drawing on classical and contemporary authors, discussion with focus on the question of the conditions requisite for producing free and responsible individuals. Selected readings from Plato, Rousseau, Dewey, and others. —R. Meyers  
3 points. Th 1:10–2:25

**Sociology SOC V 3225y**  
**Sociology of Education**

Social organization of education in the United States: the school as a complex organization; the classroom as a learning environment; social factors in academic aspirations and achievements; selected innovations in educational practices; and problems in the relations between the school and the community. —K. Neckerman  
3 points. Th 11:00–12:15

**Institute for Urban Education at Barnard**

A spring term program for highly motivated college students who study in New York City public middle schools and work during the semester in forest ecology with seventh grade pupils and teachers. Students gain experience with urban education, early adolescence, science curriculum, and inquiry learning.

**IUE BC 2001**  
**Issues in Urban Education**

Examination of urban middle school structures and the impact of policy on educational purposes and practices. Emphasis on learners and teachers within the school setting, on early adolescent development, on differential, often gender-related, academic and social experiences, and on the teacher. —S. Sacks, R. Trombka

*Prerequisite: Admission to Institute, selection as IUE Fellow.*  
3 points. Last week of May through June.

**IUE BC 2002**  
**Independent Study: Scientific Inquiry and Curriculum Development**

*Prerequisite: IUE BC 2001, selection as IUE Fellow.*  
3 points. Not offered in 1999-2000.

COOPERATING TEACHER PARTICIPANTS FOR 1998-1999

**P.S. 84**  
Ruth Schroeder  
**Dual Language School**  
Claudia Aguirre

**P.S. 87**  
Linda Kwon  
Paula Karasik  
Betty Lerner  
Ruth Roemer

**P.S. 9**  
Laurie Andrews  
Charles Conway  
Marcy Hrazanek  
Emily Kleinberger  
Cindy Mermelson

**Hunter High School**  
*English:*  
Lori D'Amico  
*Social Studies:*  
Eva Abbamonte  
*Biology:*  
Bobbi Bremmer

**High School for  
Environmental Studies**  
*Social Studies:*  
Sammie Harris  
Bob Maslow  
*English:*  
Toney Teague  
Amber Najmi

**Manhattan School for Children**  
Heidi Paisner  
Wendy Smith  
Charly Green  
Galen White

**Mott Hall School**  
Mary Reynolds  
*Social Studies*  
Ann Marie Chinnery  
*Biology*  
Susan Herzog

**Bronx High School of Science**  
*English:*  
Beverly Epstein  
Mary Robinson

**John F. Kennedy H.S.**  
*Social Studies:*  
Peter Ciemins  
Stephen Mathur  
R. Lance Corey  
Tony Thoman  
Paula Singer

COOPERATING SCHOOLS FOR PRACTICUM PLACEMENTS

**Elementary:**

P.S. 9, Renaissance School for Music and Art  
P.S. 24, The Spuyten Duyvil (Bronx)  
P.S. 11, William T. Harris School  
P.S. 84, Lillian Weber School  
P.S. 87, William Sherman School  
P.S. 145, Bloomingdale  
P.S. 161, Pedro Albizu Campos  
P.S. 165, Robert E. Simon School  
P.S. 166, Manhattan School of Arts & Technology  
P.S. 183, The School for Discovery  
Family Academy  
Manhattan School for Children  
IS 118, School for Academic & Athletic Excellence  
Edgewood School, Englewood School, Lincoln  
School, Scarsdale, Spring Garden School, Nutley

**Secondary:**

Bronx High School of Science  
Columbus Academy  
Dual Language Middle School  
Frederick Douglass Academy  
High School for Environmental Studies  
Humanities High School  
Hunter High School  
John F. Kennedy High School  
Martin Luther King, Jr. High School  
Mott Hall School  
School for the Physical City  
Wadleigh Secondary School  
Booker T. Washington, J.H.S. 54

**Professors:** Christopher Baswell (Chair), James Basker, Elizabeth Dalton<sup>3</sup>, Mary Gordon (Millicent C. McIntosh Professor), Maire Jaanus, Caryl Phillips (Henry R. Luce Professor of Migration and Social Order), Anne Lake Prescott (Helen Goodhart Altschul Professor), William Sharpe<sup>1</sup>

**Associate Professor:** Maura Spiegel<sup>2</sup>

**Adjunct Associate Professors:** April Bernard, Frank Brady, Thulani Davis, Ellen McLaughlin

**Assistant Professors:** Lisa Gordis, Ross Hamilton<sup>1</sup>, Jennie Kassanoff, Paula Loscocco, Peter Platt, Claudia Rankine<sup>1</sup>

**Adjunct Assistant Professors:** Lee Ann Brown, Lisa Shea, Marian Thurm

**Senior Lecturers:** Patricia Denison, Margaret Ellsberg<sup>3</sup>, Nancy Kline Piore (Director of The Writing Program)<sup>3</sup>, Cary Plotkin

**Lecturers:** Alice Attie, Constance Brown, Page Delano, Marylou Gramm, John Pagano, Aaron Schneider, Elizabeth Stewart, Timea Szell, Margaret Vandenburg (Director of First-Year English)

**Senior Associate:** Quandra Prettyman

**Instructors:** Lea Baechler, Scott Failla, Sandra Friedman, Stephen Massimilla, James Runsdorf

**Assistant:** Constance Budelis

<sup>1</sup>Absent on leave 1999-2000.

<sup>2</sup>Absent on leave Autumn term.

<sup>3</sup>Absent on leave Spring term.

The offering in English is designed to foster good writing, effective speaking, and heightened understanding of texts that enrich our culture.

Students majoring in English are encouraged to develop their responsiveness to the literary imagination and their sensitivity to literary form through disciplined attention to language and to critical and scholarly methods.

Non-majors may satisfy the distribution requirement in the Humanities (Part A) and in Culture and Societies (Part B) by electing appropriate courses listed under Language and Literature.

## REQUIREMENTS FOR THE MAJOR

A major program consists of at least 10 courses in sequence:

1. In the sophomore or junior year, the student will complete three required courses: an introduction to the methods of literary analysis (BC 3193 *Critical Writing*), and an introduction to literary works of the Renaissance and the Enlightenment (BC 3159-BC 3160 *The English Colloquium*); for possible substitutions, see BC 3159, below.
2. In addition, she will complete five advanced courses so distributed as to extend her knowledge of English and American literature of different periods. At least two of these must be in literature before 1900 (ETR BC 3136, 3137, BC 3140x, Sec.1-2 and 4; BC 3141, BC 3154-BC 3180). She may select two of the five from courses BC 3103-BC 3145.
3. As a senior, she will complete advanced work in two seminars (BC 3997, BC 3998). Seniors concentrating in Theatre or Writing will normally substitute the Special Project in Theatre or Writing (BC 3996) for one of the required seminars. Under special circumstances, senior majors may request permission to substitute Independent Study for one of the seminars (see BC 3999, below).



## REQUIREMENTS FOR THE MINOR

A minor consists of at least five English courses: one from either Chaucer (BC 3154 or BC 3155), Shakespeare (ETR BC 3136, ENG BC 3163, or BC 3164), or Milton (BC 3167); two additional courses in literature before 1900 (ETR BC 3137; BC 3140x, Sec. 1, 2 and 4; BC 3141; and BC 3154-BC 3180); and two electives.

## CONCENTRATIONS IN THE MAJOR

### American Literature

In addition to ENG BC 3159, 3160 (or appropriate substitutes), and 3193, an American concentration consists of either 3179 or 3180, either 3181 or 3182, one other American literature course, and one senior seminar with a focus on American literature. (The department requires two senior seminars for the major.) Of the remaining electives, one must be in British literature before 1900.

### Theatre

Students interested in a Theatre concentration should consult Professor Partridge (Room 506 Milbank) or Professor Denison (Room 412 Barnard). A Theatre concentration consists of four courses: three courses, either two in *Theatre History* (THR BC 3150, 3151) and one dramatic literature seminar, **OR** one theatre history course and two dramatic literature seminars; and a fourth course that is either *Special Project in Theatre* (ENG BC 3996) or *Thesis Course: History, Dramaturgy, Criticism* (THR BC 3998). These four courses will count in place of two electives and one Senior Seminar in the regular English major.

### Writing

Students interested in a writing concentration should submit a portfolio of their work to the director of Creative Writing by the end of their junior year. A writing concentration consists of at least four courses: two writing courses (BC 3105-3113); a third course in writing combined with a *Special Project in Writing* (BC 3996) or *Independent Study* (BC 3999); and a fourth course, either a literature course (in English or an other language), a creative writing course, or ARS BC 3031. These four courses will count in place of two electives and one Senior Seminar in the regular English major.

## COURSES OF INSTRUCTION

### INTRODUCTORY

#### ENG BC 1201x, y First-Year English

Close examination of texts and regular assignments in composition, designed to help students read critically and write effectively. Sections of the course are grouped in three clusters: I. Reinventing Literary History; II. The Americas; III. Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture. —Director and staff

*Prescribed for all first-year students. May not be taken for P/D/F.*

*3 points. Consult department bulletin board for section times.*

#### ENG BC 1202x Studies in Writing

Intensive practice in writing, emphasizing drafts, revision, peer response, and individual conferences. Consideration of the conventions of English style, usage, and grammar through both informal and formal writing, culminating in expository essays. Recommended for, but not limited to, first-year stu-

dents and students whose first language is not English. —Members of the Department  
*Permission of the instructor required. May be taken only for P/D/F.*  
 3 points.

## ENG BC 1204y

### Reinventing Literary History

A continuation of ENG BC 1201x, featuring literary texts from the Enlightenment to Modernism, and emphasizing writing skills. Along with general lectures from Barnard's most distinguished professors, students will visit the opera and museums. —English Department faculty  
*Permission of the instructor required. May be taken only for P/D/F.*  
 3 points.

## WRITING

Registration in each course is limited and the written permission of the instructor is required; for courses 3105-3113, submit a writing sample in advance. File signed departmental registration blanks with Mrs. Budelis (417 Barnard). Two writing courses may not be taken concurrently.

## ENG BC 3101x

### The Writer's Process: A Seminar in the Teaching of Writing

An exploration of theory and practice in the teaching of writing, designed for students who plan to become Writing Fellows at Barnard (see page 47). Students will read current theory and consider current research in the writing process and engage in practical applications in the classroom or in tutoring. —N. Piore  
*Application process and permission of the instructor.*  
 3 points. TuTh 1:10–2:25

## ENG BC 3103x, 3104y

### Essay Writing

English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual conferences. Some sections have a special focus, as described. English as a second language (ESL) is offered each term in Section 4 for students who want an upper-level writing course.

BC 3130x Sec.1 M 2:10–4:00 —M. Ellsberg; Sec.2 W 11:00–12:50 —Q. Prettyman;  
 Sec.3 Th 4:10–6:00 —A. Schneider; Sec.4 (ESL) M 11:00–12:50 —M. Gramm  
 BC 3104y Sec.1 Tu 11:00–12:50 —J. Runsdorf; Sec.2 Tu 2:10–4:00 —L. Shea;  
 Sec.3 W 4:10–6:00 *Journalism and Popular Writing, Methods of Newswriting and*  
*News Judgment* —F. Brady; Sec.4 (ESL) M 11:00–12:50 —M. Gramm

3 points.

## ENG BC 3105x, 3106y

### Fiction and Personal Narrative

Short stories and other imaginative and personal writing.  
 3 points. x: W 4:10–6:00 —E. Dalton; W 2:10–4:00 —T. Szell

## ENG BC 3107x, 3108y

### Experiments in Writing

Practice in writing short stories and autobiographical narrative with discussion and close analysis in a workshop setting.  
 3 points. x: Th 2:10–4:00 —M. Thurm; y: Tu 2:00–4:00 —T. Davis

## ENG BC 3109x

### Writing and Society

Examines the role of the writer in society, the effect of the media on a writer's development, and the publishing industry. —C. Phillips  
*Students will have already written a substantial body of work. Prerequisite: Writing sample and interview with the instructor.*  
 3 points. Tu 2:10–4:00

## ENG BC 3110x, y

### Poetry Writing

Varied assignments designed to confront the difficulties and explore the resources of language through

imitation, allusion, free association, revision, and other techniques. —x: L. Brown; y: A. Bernard  
3 points. M 11:00–12:50

**ENG BC 3111x, 3112y**  
**Story Writing**

Advanced work in writing, with emphasis on the short story. —M. Gordon  
*Prerequisite: Some experience in the writing of fiction. Conference hours to be arranged.*  
3 points. Tu 4:10–6:00

**ENG BC 3113x**  
**Playwriting**

A workshop to provoke and investigate dramatic writing. —E. McLaughlin  
3 points. M 4:10–6:00

**SPEECH**

Registration in each course is limited and permission of the instructor required.

**ENG BC 3121x**  
**Uses of Speech**

An introduction to effective oral presentation, including interviewing and public speaking. Emphasis on self-presentation, research, organization, and audience analysis. —P. Denison  
3 points. TuTh 10:35–11:50

**THEATRE**

Registration in each course is limited. Students may sign up for theatre courses outside the Theatre Office, Room 507 Milbank Hall. See Theatre Department course descriptions for *Theatre History* (THR BC 3150, 3151), *Women in Theatre* (THR BC 3140), *Drama, Theatre, and Theory* (THR BC 3166), and *Modern American Drama and Performance* (THR BC 3888).

**ETR BC 3135**  
**19th-Century Social Drama**

Late 19th-century social drama in the context of earlier melodrama. The shifting relationship between the visual and the verbal in the theatre and its implications for social and theatrical change. Playwrights include Jerrold, Scribe, Mowatt, Taylor, Robertson, Ibsen, Pinero, Wilde, Shaw, and Robins. —P. Denison  
4 points. Not offered in 1999-2000. III H

**ETR BC 3136y**  
**Shakespeare in Performance**

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. We will explore Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison  
*Enrollment limited to 20 students.*  
4 points. W 11:00–12:50 I H

**ETR BC 3137**  
**Restoration and 18th-Century Drama**

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Pix, Centlivre, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan. —P. Denison  
*Enrollment limited to 20 students.*  
4 points. Not offered in 1999-2000. III H

**LANGUAGE AND LITERATURE**

**ENG BC 3140x**  
**Seminars on Special Themes**

*Registration may be limited.*  
3 points.



## 1. Renaissance Women Writers

An exploration of women writers from Christine de Pizan in 15th-century France to Sor Juana Ines de la Cruz in 17th-century Mexico, with primary focus on women of the English Renaissance and Reformation. Works on love, sex(es), society, power, and God by Gaspara Stampa, Marguerite de Navarre, Louise Labé, Teresa d'Avila, Elizabeth Cary, Mary Wroth, Aemilia Lanyer, Rachel Speght, Katherine Philips, Margaret Newcastle, Aphra Behn, and others. —A. Prescott and P. Loscocco

TuTh 10:35–11:50

I H

## 2. Explorations of Black Literature: 1760-1890

Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th-century precursors will also be considered. —Q. Prettyman

TuTh 2:40–3:55

I H

## 3. The Enchanted Imagination

Romantic and post-Romantic fantasy that examines the transformative role of imagination in aesthetic and creative experience; challenges accepted boundaries between the imagined and the real; and celebrates otherness and magic in a disenchanted world. Authors include Blake, Coleridge, Keats, Mary Shelley, Tennyson, Carroll, Tolkien, LeGuin, García Marquez. —J. Pagano

MW 4:10–5:25

I H

## 4. Epic and Romance

Epic and romance, from the classical period to the 20th century, and study of their competition and mutual influence. Readings from *Beowulf*, *The Aeneid*, medieval romances, Spenser, Milton, English Romantic poets, the novel, science fiction. —C. Baswell

TuTh 9:10–10:25

I H

### ENG BC 3140y

#### 1. Introduction to Film and Film Theory

Examines cinematic strategies of storytelling, from early cinema as a laboratory for narrative technique to contemporary effects that strive to radicalize form. Subjects for consideration will include: the language of suspense; the logic of identification; the role of the Hollywood star system; expanding genres and spectatorial pleasures. Readings in film theory, from psychoanalytic to cultural-studies analysis.

Weekly screenings. —M. Spiegel

MW 4:10–6:30

H

### ENG BC 3141x, 3142y

#### Major English Texts

A chronological view of the variety of English literature through study of selected writers and their works. Autumn: Chaucer through Dryden. Spring: Swift through Eliot.

Guest lectures by members of the department.

3 points. x: TuTh 1:10–2:25 —M. Ellsberg; y: TuTh 4:10–5:25 —C. Plotkin

III H

### English-Women's Studies EWS BC 3144x

#### Minority Women Writers in the United States

Literature of 20th-century minority women writers in the United States, with emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework. —Q. Prettyman

Permission of the instructor required.

3 points. TuTh 2:40–3:55

I H

### ENG BC 3154x

#### The Early Chaucer

Chaucer's innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, *Troilus and Criseyde*. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture. —T. Szell

3 points. MW 2:40–3:55

III H

### ENG BC 3155x

#### Canterbury Tales

The foundation of early modern literature. Chaucer as inheritor of late-antique and medieval conven-

tions, and as founder of the later English literary tradition. Formalist, historicist, and feminist approaches. —C. Baswell

3 points. Not offered in 1999-2000.

III H

Interested students should consider W 3034y *Chaucer: Canterbury Tales*. —S. Prior

TuTu 1:10–2:25

### ENG BC 3156y

#### Major Works of Geoffrey Chaucer

A one-semester survey of the major works of Chaucer: dream visions, *Troilus and Criseyde*, and selected *Canterbury Tales*. Related medieval texts. —C. Baswell

3 points. Not offered in 1999-2000.

III H

### ENG BC 3158y

#### Medieval Literature

Literatures of the British Isles and their continental connections, from late paganism to the close of the Catholic Middle Ages. Medieval England as a territory repeatedly colonized by language, culture, and conquest. The place and meaning of “literature” when books are rare treasures and language works largely in memory and performance. —C. Baswell

3 points. TuTh 4:10–5:25

III H

### ENG BC 3159x-3160y

#### The English Colloquium

Major writers and literary works of the Renaissance and the Enlightenment examined in terms of leading ideas in those periods.

Required of majors in the junior year. Any student who wishes may substitute 3 courses, ETR BC 3137, 3141, 3163 or 3164, or ETR BC 3136, 3165-3169; and BC 3173-3174 or 3179. This year 3140x1. Renaissance Women Writers will also count as a substitution. At least one of these courses must cover material before 1660; at least one material after 1660, but before 1800 (i.e., Restoration or 18th-Century). One of these may also count toward satisfying the “before 1900” requirement.

4 points.

#### 1. Imitation and Creation

New ideas of the mind’s relation to the world. New perspectives, the emergence of new forms, experimentation with old forms, and the search for an appropriate style.

x: W 2:10–4:00 —P. Platt; y: M 2:10–4:00 —J. Basker

#### 2. Skepticism and Affirmation

The development of modern concepts of subjectivity and authority. The rise of art and the artist. Humanism, Rationalism, and Empiricism. Ethics and evil. The exploration of limits, and the limitless. —M. Jaanus

x: M 2:10–4:00; y: Tu 2:10–4:00

#### 3. Reason and Revelation

Humanism, reformation, and revolution: the possibilities of human knowledge; sources and strategies for secular and spiritual authority; the competing demands of idealism and experience.

x: Th 2:10–4:00 —P. Loscocco; y: W 4:10–6:00 —C. Plotkin

### ENG BC 3163x, 3164y

#### Shakespeare

A critical and historical introduction to Shakespeare’s comedies, histories, tragedies, and romances. —P. Platt

3 points. MW 9:10–10:25

III H

### ENG BC 3165y

#### The English Renaissance

Continuities, recoveries, and innovations from Thomas More to Sidney and Spenser; humanism, love poetry, the literature of history and exploration, wit and humor, religious conflict.—A. Prescott

3 points. Not offered in 1999-2000. See Renaissance Women Writers, 3140x1.

III H

## ENG BC 3166x

### Seventeenth-Century Prose and Poetry

God, love, sex, and politics in the literature of the late English Renaissance. Works by Donne, Jonson, Wroth, Herbert, Herrick, Milton, Philips, Marvell, Bunyan, and Behn. —P. Loscocco  
3 points. Not offered in 1999-2000. III H

## ENG BC 3167y

### Milton

Milton's career from his early poems and prose to *Paradise Lost* and beyond. Topics include poetic vocation, political controversy, sex and gender, and Biblical hermeneutics. —P. Loscocco  
3 points. TuTh 9:10–10:25 III H

## ENG BC 3169y

### Renaissance Drama: Kyd to Ford

Major plays of the English Renaissance (excluding Shakespeare), with emphasis on Marlowe and Middleton. —P. Platt  
3 points. MW 1:10–2:25 III H

## ENG BC 3171x

### The Culture of the Novel

Divergent forms of 19th-century novelization: the amorous, ethical, religious, social, and philosophical fictions. Focus on the Romantic-Realistic novel and its legacy. —M. Jaanus  
3 points. MW 11:00–12:15 I H

## ENG BC 3173x

### Eighteenth-Century Literature, 1660-1740

Tradition and innovation in satire, drama, the periodical essay, and the novel; readings in Dryden, Rochester, Behn, Pope, Swift, Defoe, Richardson, Fielding, and Gay. —J. Basker  
3 points. Not offered in 1999-2000. III H

## ENG BC 3174x

### The Age of Johnson, 1740-1800

Tradition and innovation in a variety of forms, including works by Johnson, Boswell, Goldsmith, Burke, Fielding, Sterne, Wollstonecraft, Burns, and Blake, and other works by women and working-class writers. —J. Basker  
3 points. MW 2:40–3:55 III H

## ENG BC 3176y

### The Romantic Era

The Romantic poets—Wordsworth, Coleridge, Keats, P. B. Shelley, Mary Shelley, Byron—and their art, music, philosophy, politics, and religion. —M. Jaanus  
3 points. MW 1:10–2:25 III H

## ENG BC 3177y

### The Victorian Age in Literature

The origins of modern culture in Victorian England: urbanization, industrialism, evolution, and the women's movement, as seen in works by Dickens, Eliot, Ruskin, Newman, Arnold, and others.  
3 points. Not offered in 1999-2000. III H

## ENG BC 3178x

### Victorian Poetry and Criticism

Poetry, aesthetics, and critical theory in the context of social, political, and religious change. Topics include aestheticism and realism, belief and unbelief, gender positions, morals and moralizing, optimism and loss, the *fin de siècle*. Poets include Tennyson, Robert and Elizabeth Barrett Browning, Arnold, Christina, and D. G. Rossetti, Swinburne, and G. M. Hopkins. Critics include Carlyle, Ruskin, Arnold, Wilde, Pater, and Symons. —C. Plotkin  
3 points. TuTh 2:40–3:55 III H  
See also AMS 3002y *Interdisciplinary Approaches to American Literature*.



**ENG BC 3179x****American Literature to 1800**

The formation and development of American literary traditions. Writers include Bradford, Shepard, Cotton, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, Brown. —L. Gordis  
 3 points. MW 11:00–12:15 III H

**ENG BC 3180y****American Literature, 1800-1870**

The development of a national literature from the late Republican period through the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, Dickinson. —L. Gordis  
 3 points. MW 11:00–12:15 III H

**ENG BC 3181x****American Literature, 1871-1945**

American literature in the context of cultural and historical change. Writers include Twain, James, DuBois, Wharton, Cather, Dreiser, Fitzgerald, Faulkner, Hurston. —J. Kassanoff  
 3 points. TuTh 10:35–11:50 III H

**ENG BC 3182y****American Fiction**

American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, Wright. —J. Kassanoff  
 3 points. TuTh 10:35–11:50 III H

**ENG BC 3184y****House and Home in American Culture**

An interdisciplinary approach to the images and discourses of American domestic space, from Thoreau's *Walden* to postmodern suburbia. Sites include the plantation, the farm, the nomadic home, the tenement, the urban mansion, the tract house, and the apartment. Readings from Jacobs, Howells, Wharton, Petry, Roth, Cheever, and others. —J. Kassanoff  
 3 points. TuTh 2:40–3:55 III H

**ENG BC 3185x****Modern British and American Poetry**

Twentieth-century poetry, including Yeats, Eliot, Auden, Housman, Bishop, Lowell, and selected contemporary poets. —P. Ellsberg  
 3 points. TuTh 4:10–5:25 III H

**ENG BC 3186****Modern Drama**

Modern drama in the context of historical and cultural developments such as Marxism, feminism, and psychoanalysis. Works by Ibsen, Chekov, Pirandello, O'Neill, Genet, Pinter, Churchill, and others.  
 3 points. Not offered in 1999-2000. I H

**ENG BC 3187x****American Writers and Their Foreign Counterparts**

Developments in modern fiction as seen in selected 19th- and 20th-century American, European, and English works by Flaubert, Dostoevski, James, Proust, Gide, Woolf, Faulkner, and others. —E. Dalton  
 3 points. Not offered in 1999-2000. I H

**ENG BC 3188y****The Modern Novel**

Works by James, Conrad, Ford, Forster, Lawrence, Joyce, Woolf, and others. —M. Gordon  
 3 points. TuTh 1:10–2:25 III H

**ENG BC 3189x****Postmodern Literature**

Writers since 1945, mostly English and American, and concepts of postmodern culture. Works by

Beckett, Borges, Nabokov, Rhys, Barthelme, Pynchon, and others. —E. Dalton  
3 points. MW 1:10–2:25

I H

## ENG BC 3190y Global Literature in English

The production of literary texts in English by a variety of people of different countries, races, and cultures; the encounter of Western and non-Western heritages; the clash of legacies and ideologies; mutual revisions and reevaluations. —B. Stewart

3 points. TuTh 5:40–6:55

I H

## ENG BC 3191x, y The English Conference: The Lucyle Hook Guest Lectureship

Various topics presented by visiting scholars in courses that will meet for three or four weeks during each semester. Topics, instructors, and times will be announced by the department. Students must attend all classes to receive credit for this course. —Visiting faculty

1 point. To be taken only for P/D/F.

## ENG BC 3193x, y Critical Writing

The course provides experience in the reading and analysis of literary texts and some knowledge of conspicuous works of literary criticism. Frequent short papers. Required of all majors before the end of the junior year. Sophomores are encouraged to take it in the spring term even before officially declaring their major. Transfer students should plan to take BC 3193 in the autumn term. —Staff

Registration in each section is limited.

4 points. x: 1. M 2:10–4:00; 2. Tu 4:10–6:00; 4. Th 2:10–4:00; 5. Th 4:10–6:00

y: 1. M 2:10–4:00; 2. Tu 2:10–4:00; 3. Th 4:10–6:00; 4. W 2:10–4:00; 5. Th 11:00–12:50

## ENG BC 3194y Critical and Theoretical Perspectives on Literature

3 points.

H

### 1. A History of Criticism

Critical texts, from Antiquity to the mid-20th century, examined in relation first to the literature and thought of their time and then to issues, concepts, and terms taken up again in modern critical discourses. Readings from Classical, Renaissance, Baroque, neo-Classical, Romantic, post-Romantic, late-19th-century, and 20th-century authors to 1960. —C. Plotkin

Not offered in 1999-2000.

### 2. Literary Theory

A history of literary theory from the “grand theories” of the 19th century (Darwin, Marx, Freud, and Nietzsche) into modernism and postmodernism. Readings include Gramsci, Foucault, Bourdieu, Derrida, de Man, Barthes, Baudrillard, Butler. Not offered in 1999-2000.

### 3. Psychoanalytic Approaches to Literature

Literary expression in the light of psychoanalytic thought. Psychoanalytic writings by Freud, Jung, Melanie Klein, and Lacan; literary works may include texts by Shakespeare, Dostoevsky, Dickens, Kafka, Lawrence, Jean Rhys, and others. Not offered in 1999-2000.

### 4. Postmodern Texts and Theory

Literary and theoretical postmodern texts and their revolutionary redefinition of certain fundamental concepts: the image, the word, pleasure, love, and the unconscious. Not offered in 1999-2000.

See *Postmodern Literature*, ENG BC 3189x

## ENG BC 3195x Modernism

Modernist responses to cultural fragmentation and gender anxiety in the wake of psychoanalysis and world war. Works by Woolf, Joyce, Yeats, Eliot, Stein, Hemingway, H.D., Pound, Lawrence, Barnes, and other Anglo-American writers. —M. Vandenberg

3 points. TuTh 4:10–5:25

I H

**ENR BC 3810y****Literary Approaches to the Bible**

Interpretive strategies for reading the Bible as a work with literary, historical, and social dimensions. Considerations of poetic and rhetorical structures, narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on later literature, combined with the more formal disciplines of biblical studies. —A. Segal (Religion); P. Ellsberg (English)

*Prerequisite: Permission of instructors. Limited to 20.*

4 points. Not offered in 1999-2000.

I H

**CPL V 3705y****19th-Century Comparative Fiction**

Readings in the 19th-century European novel and short story: works by Gogol, Dostoevsky, Turgenev, Dickens, Melville, Hawthorne, Stevenson, Gissing, Balzac, Zola, and others. Focus on the figures of the misfit, madman, criminal, feminist, and failed social aspirant: explores a range of anxieties surrounding the formation of 19th-century bourgeois subjectivity. —M. Spiegel

3 points. MW 11:00–12:15 Counts towards the English major.

I H

**ENG BC 3996x, y****Special Project in Theatre or Writing**

Senior majors who are concentrating in Theatre or Writing and have completed two courses in writing or three in theatre will normally take the *Special Project in Theatre or Writing* (3996x,y) in combination with an additional course in their special field. This counts in place of one of the Senior Seminars. In certain cases, *Independent Study* (BC-3999) may be substituted for the Special Project.

*Permission of the instructor and of the department chair required.*

1 point.

**ENG BC 3997x, 3998y****Senior Seminars: Studies in Literature**

Required of all majors, these seminars are designed to broaden knowledge of periods, writers, works, genres, and theories through readings, discussion, oral reports, and at least one significant research paper. *Written permission of the instructor required. Enrollment limited to seniors.*

4 points.

**ENG BC 3997x****Senior Seminars: Studies in Literature****1. Victorian and Modern Drama**

Drama in transition. Changing social structures and dramatic structures at the turn of the century. The relationship between convention and invention in the plays of Shaw, Wilde, Pinero, Ibsen, Chekhov, Robins, and others. —P. Denison

W 11:00–12:50

**2. 19th-Century American Women Writers**

In 1885, Nathaniel Hawthorne complained to his publisher that America was “wholly given over to a d--d mob of scribbling women.” Considers the literary productions of some of these women, with special attention to works that consider the status of women, the challenges facing women artists, and the position of women in the literary marketplace. Authors include Rowson, Fuller, Stowe, Stoddard, Alcott, Phelps, Dickinson, and Freeman. —L. Gordis

M 2:10–4:00

**3. Modernism**

The modernist aesthetic in poetry and prose. Works by such writers as Baudelaire, Yeats, Eliot, Stevens, Lawrence, Joyce, Woolf, and Faulkner. —E. Dalton

Tu 4:10–6:00

**4. Body and Language**

An examination of major discourses on corporeality and the body's cultural significance. —M. Jaanus

Tu 2:10–4:00



## 5. British Fiction: Colonialism and Class

In the wake of the collapse of the British Empire, increased immigration, and the Thatcherite “revolution,” British writing changed radically. Includes work by Graham Swift, Kazuo Ishiguro, V.S. Naipaul, and Salman Rushdie. Irish writing will be examined, as will the work of the writer/film director Mike Leigh. —C. Phillips

*Tu 11:00–12:50*

## 6. Slavery: The Woman’s Experience—Black and White

Slavery as experienced in the 19th century and as recreated by later authors. Autobiography, prose, fiction, and poetry. Writers include Jacobs, Harper, Kemble, Chesnut, Chesnut, Cable, Twain, Stowe, Mitchell, Gaines, Morrison. —Q. Prettyman

*W 2:10–4:00*

## ENG BC 3998y

### Senior Seminars: Studies in Literature

#### 1. Medieval Images of Women

Students interested in pursuing a senior seminar in Medieval Literature should consult Professor Baswell or Dean Szell.

#### 2. Wit and Humor in the Renaissance

Focusing on England, but with some classical and continental texts, this course looks at jest-books, fiction, comedy, verse, satire, parody, and wordplay. Some attention to wit as self-polishing and cultural commentary. Authors include More, Shakespeare, Donne, Nash, Rabelais, Marguerite de Navarre, Cicero, Lucian. —A. Prescott

*M 2:10–4:00*

#### 3. Chastity, Desire, and the 18th-Century Novel

How contemporary debates about the roles of morality, sexuality, and gender—in writing and society—shaped the novel’s emerging form and focus. The rise of a feminist tradition in English letters. Works by Behn, Defoe, Richardson, Fielding, Lennox, Sterne, Wollstonecraft, Austen, and others. —P. Loscocco

*Th 2:10–4:00*

#### 4. The Family in Turn-of-the-Century American Fiction

An interdisciplinary examination of the changing cultural dynamics of the American family. We will consider issues such as the family and the market, immigration, “race,” reproductive politics, and nativism. Authors include James, Wharton, Crane, Hopkins, Gilman, Cather, and Faulkner. —J. Kassanoff

*W 11:00–12:50*

#### 5. The Man in the Crowd/The Woman of the Streets

In novels, stories, and films, this course explores 19th- and early 20th-century formulations of the masses, the public, the people, the social nebulae, and the individual as conceived in relation to it. Readings include works by Dickens, Gissing, Poe, Sinclair Lewis, Dos Passos, Nathanael West; films by Vidor, Chaplin, Capra, and others; and some readings in early sociology on mass psychology, conformity, and theories of the crowd. —M. Spiegel

*Tu 11:00–12:50*

#### 6. Modernist Visions: Conrad, Eliot, and Woolf

Visions of hearts of darkness and light, overseas and at home in London, in the first decades of the 20th century. Gender divisions; images of fragmentation and reconstruction. —C. Brown

*W 4:10–6:00*

## ENG BC 3999x, y

### Independent Study

Senior majors who wish to substitute Independent Study for one of the two required Senior Seminars should consult the department representative. Permission is given only to students who present a clear and well-defined topic of study, who have a department sponsor, and who submit their proposals well in advance of the semester in which they will register.

*Permission of the instructor and of the department representative required.*

*4 points.*

**Advisers:** Paul E. Hertz (Biological Sciences), Stephanie Pfirman (Environmental Science)

The program in Environmental Biology is jointly administered by the departments of Biology and Environmental Science, and students should maintain contact with the advisers in both departments. A major in Environmental Biology provides a strong background for students interested in the intersection of Biology and Environmental Science. The major is suitable for students who intend to pursue a research career in conservation biology, ecology, or environmental biology as well as for students interested in environmental law or policy. Students who elect the Environmental Biology major will enroll in introductory and advanced courses in Biology and Environmental Science and related fields. All Environmental Biology majors complete a senior essay.

Students may substitute courses taught at Columbia (in the Departments of Biology, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Students interested in Environmental Biology often choose to spend a semester at Biosphere Center or in other academic programs that include a field component. Courses completed in such programs may be accepted in fulfillment of some major requirements.

Students may also pursue an interdisciplinary program by electing a major in either Biology or Environmental Science and a minor in the other discipline, or by planning a double major. **There is no minor in Environmental Biology.**

## REQUIREMENTS FOR THE MAJOR

1. Introductory Biology, Chemistry, and Environmental Science with laboratory:
 

BIO	BC 2001, 2002, 2003, 2004	<i>Introductory Biology</i>
ENV	V 2100, 2200, or 2300	<i>Introductory Env Science</i>
CHE	BC 1601, 3328, 3230	<i>General/Organic Chemistry</i>
2. One lecture course in Ecology:
 

BIO	BC 3370	<i>General Ecology</i>
or	BC 3372	<i>Population/Community Ecology</i>
3. One laboratory course in Ecology:
 

BIO	BC 3373	<i>Laboratory in Ecology</i>
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4. One lecture course organismal biology chosen from the following:
 

BIO	BC 3240	<i>Plant Biology</i>
or	BC 3250	<i>Invertebrate Zoology</i>
or	BC 3260	<i>Vertebrate Zoology</i>
or	BC 3320	<i>Microbiology</i>
5. One additional lecture course in Biology (*not* including those listed above under organismal biology).
6. One course in methodology:
 

ENV	BC 3014	<i>Field Methods</i>
or	BC 3016	<i>Environmental Measures</i>
or	BC 3025	<i>Hydrology</i>
7. One additional lecture course in Environmental Science.
8. One course in data handling:
 

BIO	BC 3386	<i>Biometry</i>
or ENV	BC 3017	<i>Environmental Data Analysis</i>
9. A senior essay completed in one of the following courses:
 

BIO	BC 3590	<i>Senior Seminar</i>
or	BC 3591/3595	<i>Guided Research</i>
or ENV	BC 3997x, 3800	<i>Environmental Research, Senior Seminar</i>

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.



**Professor:** Stephanie Pfirman (Chair)

**Assistant Professors:** Julian Sachs, Martin Stute

**Senior Lecturer:** Peter Bower

**Laboratory Directors:** Joseph Liddicoat, Diane Dittrick

**Adjunct Professors:** Anthony Del Genio, Cynthia Rosenzweig

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth's natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society.

The curriculum recognizes the need for well-trained scientists to cope with balancing human requirements and environmental conservation. Majors acquire an understanding of earth systems by taking courses in the natural sciences, as well as courses investigating environmental stress. Students learn to critically evaluate the diverse information necessary for sound environmental analysis. Courses foster an interdisciplinary approach to environmental problem-solving.

Internships or some type of work or field experience are extremely valuable in preparing students for a career in Environmental Science. Students might want to consider a semester or summer program at the Biosphere2 Center or some other field program.

Students wishing to go on to graduate school or careers in earth science and the physical sciences should take at least two semesters each of calculus, physics, and chemistry. Those interested in graduate school or careers in biological/chemical fields are recommended to take calculus as well as upper-level courses in biology and chemistry, and may wish to consider enrolling in minors in these fields. Students interested in pursuing further work in environmental policy and economics should consider taking a minor in these departments, or taking courses in statistics (and/or calculus) and economics. Students interested in environmental law, policy, teaching, and journalism may also wish to consider a double major, a special major, or a major/minor combination in relevant fields.

## REQUIREMENTS FOR THE MAJOR

Part A. The following 4 courses with labs: Earth's Environmental Systems: Climate ENS V 2100, Earth's Environmental Systems: Solid Earth ENS V 2200, General Chemistry I CHE BC 1601, Physiology, Ecology, and Evolutionary Biology BIO BC 2002 and Biodiversity Laboratory BIO BC 2003.

Part B. Two other courses in chemistry, physics, and/or biology (check with the department for a list of approved courses).

Part C. Two courses in calculus, statistics, data analysis, and/or economics (check with the department for a list of approved courses).

Part D. Four courses in environmental science and decision-making (check with the department for a list of approved courses).

Part E. Environmental Research ENV BC 3997 and Environmental Science Senior Seminar ENV BC 3800 (provides credit for the senior thesis). *We highly recommend starting the thesis in the Autumn of the senior year through Environmental Research ENV BC 3997.*

For Environmental Biology major see page 187.



## REQUIREMENTS FOR THE MINOR

Students wishing to minor in Environmental Science should have a plan approved by the Environmental Science Department chair. Five courses are required, including 2 laboratory science courses (such as ENV BC 1001, BC 1002; ENS V 2100, V 2200, V 2300) and 3 electives that form a coherent program in conjunction with the student's major field. In some cases, courses in other sciences can be substituted with approval of the chair.

Students wishing to minor in Environmental Science through a semester at Biosphere2 Center should consult with the Barnard Environmental Science Department chair before going, to receive permission for this option. Upon return, a follow-up elective is required that preferably forms a coherent program with the Biosphere2 courses and/or their major field. See the department chair for guidance on selection of appropriate courses.

## COURSES OF INSTRUCTION

For a complete, updated list of courses, consult the department at the beginning of the semester.

### **ENV BC 1001x, 1002y**

#### **Environmental Science I, II**

*Autumn term:* Physical processes of the atmosphere, pedosphere, and lithosphere and their vulnerabilities in human activities. Special emphasis on toxics, Rachel Carson's *Silent Spring*, and groundwater.

*Spring term:* Basic principles of ecology, the structure and function of ecosystems, energy flow and nutrient cycling. Ecosystem analysis of processes in the tropical rainforest and Hudson River.

Environmental disturbances by agricultural and urban-industrial processes, population growth, and plans for a future sustainable ecology. —P. Bower

*Prerequisites:* Enrollment limited. BC 1001 required to take 1002. Students must sign up for lab sections in 404 Altschul during the program-planning period of the previous term. Laboratory fee: \$30.

4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.

### **ENV V 2100x, y**

#### **Earth's Environmental Systems: Climate**

Formation of winds, storms, and ocean currents. Recent influence of human activity: global warming, water pollution. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —A. DelGenio, S. Pfirman, M. Stute, TBA

*Prerequisites:* High school algebra. Recommended preparation: High school chemistry and physics.

Enrollment limited.

4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.

### **ENS V 2200x**

#### **Earth's Environmental Systems: Solid Earth**

Plate tectonics: Origin and development of continents, ocean basins, mountain systems on land and sea. Earthquakes, landslides, volcanoes, diamonds, oil. Land-use planning for resource development and conservation. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —W. Menke, K. Kastens, W. Ryan

*Prerequisite:* ENS V 2100. Enrollment limited.

4.5 points. Lecture. Laboratory: One session of 3 hours per week.

### **ENS V 2300y**

#### **Earth's Environmental Systems: The Life System**

Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical earth, vulnerability of ecosystems to environmental change: causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, demonstrations, computer data analysis, modeling, and field trips. —P. Olsen, K. Griffen

*Prerequisite:* ENS V 2100. Enrollment limited.

4.5 points. Lecture. Laboratory: One session of 3 hours per week.

## **ENV BC 3014x**

### **Field Methods in Environmental Science**

Problem-oriented field methods course provides hands-on experience with tools and observation methods in a variety of outdoor environments. Sampling and measurement techniques for air, water, soil, rock, flora, and fauna. Field and laboratory work, data interpretation and analysis. —P. Bower  
*Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.*

3 points.

## **ENV BC 3015y**

### **The Earth's Carbon Cycle**

The carbon cycle, with emphasis on how human activities perturb natural cycles.—W. Broecker  
*Prerequisites: Chemistry BC 1601 and Environmental Science BC 1001, BC 2100 or the equivalent, or permission of the instructor. Alternate years.*

3 points.

## **ENV BC 3016y**

### **Environmental Measurements**

Methods used in analysis of environmental samples for monitoring and research purposes. Standard and advanced techniques of air, water, sediment, and soil analysis will be covered, including spectrometric and chromatographic methods. —P. Bower

*Prerequisites: CHE BC 1601 or the equivalent and permission of the instructor. Enrollment limited.*

3 points.

## **ENV BC 3017x**

### **Environmental Data Analysis**

Analysis and interpretation of environmental data. Acquisition and processing of environmental information, assessment of spatial and temporal variability, use of computers for analysis and display. Multidisciplinary approaches to environmental problem-solving. —M. Stute

*Prerequisite: One year of college science or ENS V 2100 or permission of the instructor.*

3 points.

## **ENV BC 3019x**

### **Energy Resources**

Energy sources, present and future demand, national and international resources. Environmental and policy implications of energy production and use. Present and potential use of fossil fuels (coal, oil, natural gas), nuclear fission, fusion, biomass, hydropower; wind, solar, and geothermal energy. —S. Pfirman

*Prerequisites: One year of college science or permission of the instructor. Alternate years.*

3 points.

## **ENV BC 3021y**

### **Forests and Environmental Change**

Exploration of forests in global change: historical and future perspectives. Resources, including biodiversity, medicinal/ethnobotany; conservation and management strategies; role in carbon cycle.

—Instructor TBA

*Prerequisites: One year of college science or permission of the instructor. Alternate years.*

3 points.

## **ENV BC 3022x**

### **Environmental Case Studies**

Investigation of the scientific and social aspects of particular cases that illustrate major environmental problems. —M. Stute

*Prerequisites: One year of college science, ENS V 2100, or permission of instructor. Alternate years.*

3 points.

## **ENV BC 3023y**

### **The Hudson River Environment**

An integrated examination of the relationship between system function and human habitation for one

of the great rivers of the world. Geologic origins, watershed development, estuarine dynamics, habitats, fisheries, industrialization, and transformation of the landscape. Special topics include: PCBs and radionuclides, heavy metals, the Storm King controversy. Two field trips. —P. Bower  
*Prerequisites: One year of college science or permission of the instructor.*  
 3 points.

**ENV BC 3024x**  
**Oceanography**

Ocean circulation, waves, tides, structure and function of coastal seas, deltas, estuaries, wetlands, beaches, marine sediments. Local and international concerns about ocean pollution. Chemical and biological oceanography, nutrients. Influences of sea level change and storms on coastal zone management. —S. Pfirman  
*Prerequisites: One year of college science or permission of the instructor. Alternate years.*  
 3 points.

**ENV BC 3025y**  
**Hydrology**

Structure and properties of water and the hydrologic cycle, including atmospheric waters, lakes, rivers, glaciers, groundwater. Availability and demand for freshwater resources. Environmental problems associated with the contamination of drinking water. —M. Stute  
*Prerequisites: ENS V 2100, physics, or permission of the instructor. Alternate years.*  
 3 points.

**ENV BC 3030x**  
**The Atmosphere: Meteorology and Air Pollution**

Introduction to atmospheric science. Processes controlling the structure and dynamics of the atmosphere, general atmospheric circulation, and weather. Sources, transport, and effects of air pollution on regional and local scales. —A. Del Genio  
*Prerequisites: ENS V 2100 or permission of the instructor. Alternate years.*  
 3 points.

**ENV BC 3032y**  
**Global Land Use and Habitability**

Human transformation of the terrestrial environment since Paleolithic times. Physical process involved in human-environment interactions. Guidelines for sustainable development using present and past examples of environmental use and abuse. —C. Rosenzweig  
*Alternate years.*  
 3 points.

**ENV BC 3033y**  
**Waste Management**

Liquid and solid waste management. Cradle-to-grave analysis of product and waste streams. Municipal solid waste, landfills, incineration and recycling, hazardous waste, sewage, and sewage treatment. Increase in waste generated by growing populations, international equity in generation and disposal of waste, public health, and environmental risks of different disposal methods. Restrictions on disposal options; rising disposal costs. —P. Bower  
*Alternate years.*  
 3 points.

**ENV BC 3035x**  
**Environmental Hazards and Disasters**

Prediction and avoidance of catastrophic events that originate in natural and technologic systems. Response strategies to minimize damage before, during, and after events such as floods, hurricanes and nuclear breakdowns. Environmental impact of war. —P. Bower  
*Alternate years.*  
 3 points.



## **ENV BC 3040x**

### **Environmental Law, Policy, and Decision-making**

Local to international environmental laws and development of environmental policy. Risk management, land-use planning, and the role of industry, academia, and government in environmental decision-making, economic analysis and policy-making, the interplay of common and public law, environmental and toxic torts, corporate law, contracts and property. Criminal law in environmental cases, environmental rights, wetlands, the Storm King controversy, endangered species and the spotted owl, air and water pollution. —P. Bower

3 points. MW 1:10–2:25

## **ENV BC 3800y**

### **Senior Seminar**

Guided, independent, in-depth research culminating in the senior essay. Weekly seminar to review work in progress and share results through oral and written reports. Discussions of current events. —Staff  
*Senior majors (juniors with permission of the instructor). Provides credit for the senior thesis.*

4 points.

## **ENV BC 3997x, 3998y**

### **Environmental Research**

Advanced independent research under the supervision of a faculty member for the purpose of preparing the senior thesis. —Staff

*Variable points. Permission of major adviser required. May be used in the Fall to prepare for ENS BC 3800y, or substituted for ENS BC 3800y in the case of January graduates.*

## **ENV BC 3999x, y**

### **Problems and Projects in Environmental Science**

Advanced projects for students who have adequate backgrounds to work independently with guidance from a member of the faculty. —Staff

*Permission of the chair required. Does not provide major credit. Variable points to a maximum of 6.*

*There are courses offered by other departments at Barnard and Columbia that are of special interest to students of Environmental Science. Students should consult the Barnard Environmental Science Department and check the Columbia Bulletin for more information.*

## **Earth Semester/Summer Field Course at Biosphere2**

Columbia University's Biosphere2 Center in Oracle, Arizona is a large enclosed research facility for studying the future effects of global change on living systems. Students may study at Biosphere2 campus for one term (x or y), and/or for the summer term.

Term students take 16 points representing 4 courses toward the major or minor with full Barnard College credit and with full Barnard financial aid awarded on the same basis as for work completed on the Morningside Heights campus.

Biosphere2 is located about 40 minutes from Tucson, Arizona. Ample opportunities exist for exploring the desert southwest, both during course related field work and in students' free time. Students reside in apartments with kitchens located on the Biosphere2 campus. Cafeteria and restaurant facilities are also available on campus. Applications and admissions inquiries should be directed to dcolodne@bio2.edu (phone 520/896-5075) or the Barnard Environmental Science Department.

This program is supervised by the First-Year Seminar Committee:

**Professor of Classics:** Helene Foley

**Professor of English:** James Basker

**Professor of Political Science:** Dennis Dalton

**Professor of History:** Rosalind N. Rosenberg

**Associate Professor of History:** Herbert Sloan (Director)

**Senior Lecturer in English:** Margaret Ellsberg

**Lecturer in English:** Margaret Vandenberg

Instruction in the First-Year Seminar Program is provided by the following regular members of the Barnard College faculty:

**Professors:** Mark Carnes (History), Natalie B. Kampen (Women's Studies), Joseph Malone (Linguistics), Alfred Mac Adam (Spanish), Robert McCaughey (History), Keith Moxey (Art History), Richard Pious (Political Science), Jonathan Rieder (Sociology), Rosalind Rosenberg (History), Mirella Servodidio (Spanish)

**Associate Professors:** Heather Henderson (English, Visiting), Michael Levine (German), Catherine Nepomnyashchy (Slavic), Herbert Sloan (History), Maura Spiegel (English, Visiting)

**Assistant Professors:** Linda Beck (Political Science), Taylor Carman (Philosophy), Alan Dye (Economics), Ennis Edmonds (Sociology), David Goldfarb (Slavic), Erk Grimm (German), Jennie Kassanoff (English), Joel Kaye (History), Rachel McDermott (Asian and Middle Eastern Cultures), Kristina Milnor (Classics), Jeanne Poindexter (Biology), Rajiv Sethi (Economics), Patricia Stokes (Psychology, Adjunct), Barbara Woike (Psychology), Nancy Worman (Classics)

**Lecturers and Other Faculty:** Mary Cregan (English), Patricia Denison (Theatre), Celia Deutsch (Religion), Margaret Ellsberg (English), Anna Lehmann (French), John Pagano (English), Nancy Kline Piore (English), Quandra Prettyman (English), Carolyn Ristau (Psychology, Adjunct), Flora Schiminovich (Spanish), Elizabeth Stewart (English), Timea Szell (English), Margaret Vandenburg (English)

## Purpose and Structure

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. The purposes of the First-Year Seminars are threefold:

1. To develop further the essential and prerequisite skills a student brings to Barnard in the critical reading and analysis of important texts, in effective speaking, and in writing well—this last especially.
2. To develop these skills within an intellectually challenging context where students and teacher alike, through a close examination of important and relevant texts, engage in an extended consideration of a theme central to human concerns and which goes beyond departmental boundaries.
3. To develop these skills and encounter this intellectual challenge in a small-class setting with instruction by a regular member of the Barnard faculty who has chosen to participate in the program. As such, First-Year Seminars should provide entering Barnard students with an early sense of community.

Accordingly, all First-Year Seminars share a common structure:

- Each will meet twice a week in regularly scheduled class periods and earn 3 points.
- Each will have its enrollment limited to 20 or fewer students.
- Reading assignments will consist of a maximum of six book-length assignments or their



equivalent (about 2,000 pages).

- Writing assignments will consist of a minimum of an assignment every other week. These assignments will vary in character (e.g., an assigned topic; a selected topic; reworking a previous assignment; editing the work of others) and length.
- The regular grading practices of the College will be followed. Upon completion of the course, students will have an opportunity to evaluate their First-Year Seminar and to offer suggestions as to how it might be improved in subsequent offerings.

## COURSES OF INSTRUCTION

The First-Year Seminar Program consists of approximately thirty-six seminars, organized into six clusters:

- I. Literary Reflections on the Human Condition
- II. The Individual and the Social Order
- III. Women in Literature and Culture
- IV. Cross-cultural Encounters
- V. Re-acting (to) the Past
- VI. Perspectives on Tradition

These clusters identify thematic concerns or textual emphases common to more than one seminar, while reflecting varying levels of faculty collaboration that went into the development of the individual seminars. They are also intended to facilitate the process by which a student selects her seminar. (Procedures for selecting First-Year Seminars are described in the First-Year registration materials.)

*This is a representative sample of seminars typically offered in one academic year.*

### I. LITERARY REFLECTIONS ON THE HUMAN CONDITION

These seminars focus on an enduring theme or genre through a close reading of texts drawn from the sweep of ancient and modern literature.

#### **FSM BC 1131**

##### **Autobiography and American Women**

The ways that American women have presented their own experience of childhood and adolescence. How do autobiographers shape the stories of their lives? Is autobiography fact or fiction? How do writers use literary devices to explore and represent the self? Topics will include the immigrant experience, the clash of different cultures, and the quest to forge a coherent self, both in life and on the page. Readings include: F. Linderman, *Pretty Shield*, *Medicine Woman of the Crows*; Elinore Pruitt Stewart, *Letters of a Woman Homesteader*; Maya Angelou, *I Know Why the Caged Bird Sings*; Maxine Hong Kingston, *The Woman Warrior*; Annie Dillard, *An American Childhood*; Mary McCarthy, *Memories of a Catholic Girlhood*. —H. Henderson, English

#### **FSM BC 1132**

##### **Visions, Revisions, and Transformations**

How different writers revise their own works, revisit familiar texts, and transform the materials of their culture. Among the writers studied are Alexander Pope, Charlotte Brontë, Frederick Douglass, and Leslie Marmon Silko. Genres include essays and diaries as well as poetry and short stories. Two of the tales are *Cinderella* and *Icarus*. —Q. Prettyman, English

#### **FSM BC 1135**

##### **Suffering and Liberation in the Black Experience**

An exploration of the twin themes of suffering and liberation as they are manifested in the works of selected writers who portray the black experience. These themes will be considered in relation to slavery, segregation, racism, classism, colonialism, and other situations of suffering from which black people have sought liberation. Readings include: Frederick Douglass, *Narrative of the Life of Frederick Douglass*; Alice Walker, *The Color Purple*; Franz Fanon, *Wretched of the Earth*; Toni Morrison, *The Bluest Eye*; Chinua Achebe, *Things Fall Apart*; Aime Cesaire, *Discourse on Colonialism*; Claude McKay, *Banjo*; and James Baldwin, *The Fire Next Time*. —E. Edmonds, Sociology



**FSM BC 1137****The Summons to Adventure**

Encounter with the marvelous and otherworldly as a call to adventure. The individual's quest for spiritual fulfillment, for recognition of and relationship to the agencies that shape human destiny. Transformations of romance and its re-emergence in modern fantasy. Readings include: *The Bacchae*; *Sir Gawain & the Green Knight*; *Hamlet*; romantic poetry; *Frankenstein*; *Alice in Wonderland*; *Their Eyes Were Watching God*; *The Woman Warrior*; Tolkien; Le Guin; García Marquez. —J. Pagano, English

**FSM BC 1150****On the Origin of Human Nature**

Views of the origin of humankind as a consequence of natural processes that are not unique to humanity. Reading and discussion will examine the view of our species that has arisen from scientific observation, interpretation, and inspiration since 1859. Implications of this view for our place among all forms of life on earth will be considered. Readings will include selections from C. Darwin, E.O. Wilson, L. Thomas, and F. Jacob, among others. —J. S. Poindexter, Biology

**FSM BC 1156****Reinventing Literary History**

Investigates key intellectual moments in literary history, and explores revisionist responses to the constraints of canonicity. A lecture series featuring distinguished professors will provide a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the theatre will situate the works in an interdisciplinary context available only in New York City. Works include Euripides, *The Bacchae*; the Homeric *Hymn to Demeter*; Homer, *Odyssey*; Vergil, *Aeneid*; Dante, *Inferno*; Chaucer, *The Canterbury Tales*; Margery Kempe, *The Book of Margery Kempe*; Shakespeare (selection depends on current NYC theatre offerings); Madame de Lafayette, *La Princesse de Cleves*. —P. Denison, Theatre

**FSM BC 1437****The Art of Seduction: Don Juan and the Femme Fatale**

Examination of two figures traditionally represented as the antithesis of the paternal and maternal, sterile or barren figures who raise questions rather than children—questions about the relationship between seduction and reproduction, about the production of knowledge, about mastery, performance, transgression, and desire. Texts and films to be drawn from Molière, G.B. Shaw, Mozart, Bizet's *Carmen*, *The Last Seduction*, and *M. Butterfly*, among others. —M. Levine, German

**FSM BC 1438****Poets and Painters**

An exploration of the relationship between literature and the visual arts, from antiquity to the present. The encounter of words and images evokes responses in poets, painters, and their critics. From the Horatian simile *ut pictura poesis*, and Aristotle's reflection on the kinship of poetry and painting as arts of imitation, to recent developments in computer poetry. Topics include William Blake and the poet-painter; Ekphrasis and Keats' romantic "Ode on a Grecian Urn"; H.D.'s Imagist, "Storm"; Baudelaire and Modernity; Apollinaire's *Calligrammes*; Gertrude Stein and Cubism; Breton and the Figurative against Duchamp; Eluard and Surrealism; Kerouac and Harold Rosenberg on the Action Painters; Pasolini and *Arte Povera*; Andy Warhol and the Machine Esthetic. —A. Lehmann, French

**II. THE INDIVIDUAL AND THE SOCIAL ORDER**

These seminars focus on the tensions between the claims of the individual to autonomy and the demands placed upon the individual by society.

**FSM BC 1228****Ethnicity and Social Transformation**

An examination of how Americans have imagined social hierarchies and ethnic identities, from the WASP-dominated society of the 1890s to the strong emergence of other ethnic groups in the 20th century. Authors include: F. Scott Fitzgerald, E. L. Doctorow, Bernard Malamud, Langston Hughes, Alice Walker, Faye Ng. —M. Ellsberg, English

## **FSM BC 1230**

### **The Art of the Museum**

An analysis of the social, political, and aesthetic role of the museum in contemporary culture. The unique resources of New York City will be used to familiarize us with the organization and operation of a variety of different museums. What social needs does the museum espouse and promote? What is the educational significance of the museum as preserver of the past? According to what principles are works of art acquired? How are exhibitions conceived? What objects are chosen and how are they displayed to the public? —K. Moxey, Art History

## **FSM BC 1234**

### **Justice and the Environment**

Modern society is characterized by both material abundance and potentially hazardous industrial pollution. Is the distribution of exposure to pollution equitable? How does the law deal with situations in which one party exposes another to an environment hazard? What is a just way of dealing with such exposure? Readings include *A Civil Action* by Harr, *A Theory of Justice* by Rawls, and articles by contemporary legal scholars such as Vicki Been. —R. Sethi, Economics

## **FSM BC 1235**

### **Detective Fiction**

Exploration of the evolution of detective fiction from Sophocles' *Oedipus Rex* to the present. Special attention to issues of gender, identity, and cultural difference. Readings include works by Dickens, Poe, Dostoevsky, Doyle, Christie, Sayers, and Tey. —C. Nepomnyashchy, Slavic

## **FSM BC 1243**

### **Slavery to Wages: Labor, Coercion, and Freedom**

Throughout history, societies have been innovative in how they have induced people to work, ranging from highly coercive systems—slavery and serfdom—to those based on individual liberties and free labor. Focusing on important texts of philosophy and social history, as well as contemporary writings in economics and literature, explores how the issue of free vs. coerced labor has descended to us in modern society. Readings from John Locke, Adam Smith, E.P. Thompson, Maurice Lemoine, and Thomas Holt, among others. —A. Dye, Economics

## **FSM BC 1244**

### **Interpretations of Childhood and Adolescence**

An examination of the lives of children and adolescents, and the ways in which their experiences have been defined and interpreted during different eras and within various cultures. Works will be drawn from a variety of disciplines that study childhood, and from portrayals of children and adolescents in literature and memoirs. A particular focus will be the socialization of girls and young women. Works will be selected from: Calvert, *Children in the House*; Erikson, *Childhood and Society*; Gilligan, *Making Connections*; Kohl, *36 Children*; Kozol, *Amazing Grace*; Alcott, *Little Women*; Alvarez, *How the Garcia Girls Lost Their Accents*; Kincaid, *Annie John*; Moody, *Coming of Age in Mississippi*; Kingston, *The Woman Warrior*; Watterson, *Calvin and Hobbes*. —Instructor TBA

## **FSM BC 1245**

### **The Psychology of Communication**

Explores some of the varieties of human communication and our contemporary psychological understanding of them. Examines our writing, our talking, our expressions and postures, our everyday rituals. Especial concern with communication to achieve change and manage conflict. Each student conducts a fieldwork project. Readings will include Charles Darwin, *The Expression of the Emotions in Animals and Man*; modern poetry; African literature; Irving Goffman, *Behavior in Public Places*; and excerpts from plays of Samuel Beckett. —C. Ristau, Psychology

## **FSM BC 1246**

### **The Gender of Modernism**

When Europe exploded into World War and Modernism, the embattled genders engaged in literary trench warfare. Through the lens of gender, we will explore the cultural and psychological fragmentation and innovation of Modernism. Readings include: Djuna Barnes, *Nightwood*; T.S. Eliot, *The Waste Land*; Zelda Fitzgerald, *Save Me the Waltz*; F.Scott Fitzgerald, *Tender Is the Night*; Ernest Hemingway, *In*



*Our Time*; James Joyce, *Dubliners*; D.H. Lawrence, *Women in Love*; Gertrude Stein, *Ida*; Virginia Woolf, *To the Lighthouse*; selected essays by Sigmund Freud and C.G. Jung. —M. Vandenburg, English

**FSM BC 1247**

**Race, Nation, and the Post-colonial Novel**

A study of recent novels that self-consciously explores the idea of nationhood and the boundaries and extensions of national, racial, religious, and literary identification. Readings include: Philip Roth, *Operation Shylock*; V.S. Naipul, *A Bend in the River*; Anita Desai, *Baumgartner's Bombay*; Joyce Carey, *Mr. Johnson*; Chinua Achebe, *Things Fall Apart*; Rudyard Kipling, *Kim*; and essays by Fanon, Bhabha, Said, Anderson. —M. Spiegel, English

**FSM BC 1434**

**The Person in Literature and Life**

Examines different authors' conceptions of the internal and social forces that shape an individual's unique personality. Discussions focus on the adaptiveness of particular personalities within the context of their social environments. Readings include: Alice Walker, *The Color Purple*; Amy Tan, *The Joy Luck Club*; Barbara Kingsolver, *The Bean Trees*; Sigmund Freud, *Dora*; Gustave Flaubert, *Madame Bovary*; Tennessee Williams, *A Streetcar Named Desire*. —B. Woike, Psychology

**III. WOMEN IN LITERATURE AND CULTURE**

These seminars explore the ways in which women and women's experience have been constructed and imagined in literature and culture. Among the themes considered: destiny and desire; sexuality and the body; rites of passage; myth; modes of rebellion; possibilities of and limits on women's lives; knowledge, freedom, and duty; alternative visions and strategies; sacrifice; courtship; marriage; motherhood; relationships; adultery; and work. Readings draw from major works of Western and non-Western literature in the critical context of contemporary scholarship; attention to historical context wherever possible. Each seminar uses some readings from the following core list: Homer, *The Odyssey*; Sophocles, *Antigone*; Homer, *Hymn to Demeter*; Christine de Pizan, *The City of Ladies*; William Shakespeare, *As You Like It*; Virginia Woolf, *A Room of One's Own*; Maxine Hong Kingston, *The Woman Warrior*; novels by Jane Austen, Charlotte Brontë, Emily Brontë, Bessie Head, Toni Morrison, and Zora Neale Hurston; lyric poetry by women; literature by female mystics; selected critical essays. Each semester the seminars in this cluster will share some texts and events (e.g., viewing of a film, discussion, guest speaker).

**FSM BC 1309**

**Women in Literature and Culture**

Special texts: Jeanette Winterson, *The Passion*; Zora Neale Hurston, *Their Eyes Were Watching God*; Chaucer, "Wife of Bath's Tale"; Toni Morrison, *Beloved*; selections from Marie de France; Anna Deavere Smith, *Fires in the Mirror*.—T. Szell, English

**FSM BC 1310**

**Women in Literature and Culture**

Special texts: Rosaldo and Lamphere, eds., *Women, Culture, and Society*; Sophocles I (trans. Wyckoff), *Antigone*; C. Garcia, *Dreaming in Cuban*; Gilligan, *In a Different Voice*; García Lorca, *Blood Wedding*, *Yerma*, *The House of Bernarda Alba*; de Vega, *Fuente Ovejuna*; Tolstoy, *Anna Karenina*; Walker, *The Color Purple*. —Mirella Servodidio, Spanish and Latin American Cultures

**FSM BC 1313**

**Women in Literature and Culture**

Special texts: Toni Morrison, *Beloved*; Leslie Silko, *Ceremony*; Anzia Yezierska, *Bread Givers*; Anaya, *Bless Me, Ultima*; Alvarez, *How the Garcia Girls Lost Their Accents*. —C. Deutsch, Religion

**FSM BC 1321**

**Women in Literature and Culture**

Special texts: Brontë, *Wuthering Heights*; Hurston, *Their Eyes Were Watching God*; Olsen, *Tell Me A Riddle*; Stein, *Three Lives*; Woolf, *To the Lighthouse*. —M. Vandenburg, English



## **FSM BC 1323**

### **Women in Literature and Culture**

Special texts: *Genesis*; Milton, *Paradise Lost*; Austen, *Emma*; Eliot, *The Mill on the Floss*; Woolf, *The Voyage Out*. —M. Cregan, English

## **FSM BC 1324**

### **Women in Literature and Culture**

Special readings from Sappho, Euripides, Nietzsche, Artaud, Freud, Morrison, Mukherjee, Kingston, and Butler. —E. Stewart, English

## **IV. CROSS-CULTURAL ENCOUNTERS**

These seminars consider imaginative and analytic efforts by one culture to comprehend aspects of another culture, and explore these encounters as conscious instances of such efforts.

## **FSM BC 1518**

### **Communication and Pseudo-Communication through Language**

Communicational successes and failures across groups of humans. Literature by and about the oppressed, the disinherited, the marginalized. Critical analysis of language abuses innocently or maliciously apt to foment prejudice, paranoia, or at the very least misunderstanding. Readings include selections from: S.I. & A. R. Hayakawa, *Language in Thought and Action*; Joseph Malone, *The Science of Linguistics in the Art of Translation*; Deborah Tanner, *You Just Don't Understand*; Peter Bacho, *Dark Blue Suit and Other Stories*; Peter Balakian, *Black Dog of Fate*; Judith Ortiz Cofer, *The Latin Deli*; Edwidge Danticat, *Krik? Krak!*; Chitra Banerjee Divakaruni, *The Mistress of Spices*; Carolyn Ferrell, *Don't Erase Me*; Nora Okja Keller, *Comfort Woman*; Sheri Reynolds, *A Gracious Plenty*; Albertine Strong, *Deluge*. —J. Malone, Linguistics

## **FSM BC 1530**

### **Women and Religion**

An examination of several religious traditions with attention to the various historical, theological, and ideological roles women have played. The course seeks to provide information about a number of major religious traditions from the perspective of women, and an enhanced understanding of the relationship between religion, culture, and gender issues. Readings include: Sharma, *Women and World Religions*; *Womanspirit Rising: A Feminist Reader in Religion*; Jacobson and Wadley, *Women in India: Two Perspectives*; Kingston, *The Woman Warrior*; Mernissi, *Beyond the Vale*; *Translations and Commentary on the Therigatha*; Plaskow and Christ, *Weaving the Visions: New Patterns in Feminist Spirituality*. —R. McDermott, Asian & Middle Eastern Cultures

## **FSM BC 1536**

### **Shakespeare and the American Imagination**

An examination of how and why American writers and filmmakers have understood, rethought, and reinvented Shakespeare's plays. From the streets of urban Seattle to the farmland of Iowa, these novels, poems, stories, and films recontextualize the plays in suggestive and innovative ways, throwing into relief the gender, racial, class, and literary concerns of the United States. Readings will focus on five plays in particular: *Hamlet* (Willa Cather, *A Lost Lady*, and Henry James, "Master Eustace"); *King Lear* (Jane Smiley, *A Thousand Acres*); *Henry IV, Part I* (film: "My Own Private Idaho"); *Twelfth Night* (John Hawkes, *The Blood Oranges*); *The Tempest* (Gloria Naylor, *Mama Day*; Melville, *The Encantadas*; and poetry by H.D., Wallace Stevens, Sylvia Plath, Theodore Weiss). —J. Kassanoff, English

## **FSM BC 1537**

### **The Politics of Identity**

In the United States and most other countries, society contains cultural cleavages rooted in ethnicity, race, religion, and caste. The dynamics of multi-culturalism in different countries explored. In each case we will discuss forms of identity, the historical construction of cultural differences, and alternative strategies available to states and their societies to address issues of cultural diversity such as ethnic conflict and racial discrimination. Readings will include: Francisco de Vitoria, "On the American Indians"; Rigoberta Menchu, *I, Rigoberta Menchu*; George Fredrickson, *White Supremacy: A Comparative Study in American and South African History*; Ralph Ellison, *The Invisible Man*; Mahatma Gandhi, *Caste Must Go and the Sin of Untouchability*; B.R. Ambedkar, *Annihilation of Caste*; Salman Rushdie, *The Moor's Last Sigh*. —L. Beck, Political Science

**FSM BC 1538****Difference and Representation**

Looks at different kinds of difference (e.g., racial, religious, etc.) through various representations from film to science. The goal is to understand how difference is perceived to be natural in cultures as dissimilar as 10th-century Japan, 20th-century America, and 5th-century Egypt. Readings include Shakespeare's *Othello*; *Memoirs of Glückel of Hamel*; Christa Wolf, *A Model Childhood*; and Steven Jay Gould, *The Mismeasure of Man*. —N. Kampen, Women's Studies

**FSM BC 1546****Shapes and Shadows of Identity**

A look at the elusive meaning of "black," "white," and other group identities in the United States and the forms—novel, literary essay, stand-up comedy, ethnography, performance, film, television, magazines, radio, memoir, sermon—through which such identities are depicted. Readings will include: Nelson George, *The Death of Rhythm and Blues*; James McBride, *The Color of Water: A Black Man's Tribute to His White Mother*; Ann Douglas, *Mongrel Manhattan*; Jon Rieder, *Canarsie: The Jews and Italians of Brooklyn Against Liberalism*; Ellis Cose, *The Darden Dilemma*. —J. Rieder, Sociology

**V. RE-ACTING (TO) THE PAST**

In these "seminars," students are assigned specific roles that enable them to relive important intellectual debates in three separate historical moments. The class sessions are run by students and take the form of competitive "games." Students with similar roles will commonly work together to enact their dramatic scenarios. Students completing the Autumn seminar will automatically be entitled (but not required) to take a continuation seminar, designed on the same principles, in the Spring semester.

Each seminar will work with the following games: Game 1: A trial of Socrates, set in 5th-century Greece, with Plato's *Republic* as the main evidentiary text; Game 2: A succession dispute between the Wan-li Emperor and his Confucian bureaucrats, set in 16th-century China, with the *Analects* of Confucius as the main text; Game 3: A trial of Puritan dissident Anne Hutchinson, set in 17th-century Massachusetts, with the Bible, Calvin's *Institutes*, and the original trial testimony as the main texts.

**FSM BC 1601****Re-acting (to) the Past**

—M. Carnes, History

**FSM BC 1604****Re-acting (to) the Past**

—H. Sloan, History

**VI. PERSPECTIVES ON TRADITION**

These seminars examine key texts in the Western literary and intellectual tradition as sources of cultural authority and as sites of ongoing contestation and dialogue. The authors studied confront and often radically transform the ideas central to their own traditions. They are innovators in their respective genres, and their work continues both to nourish and to challenge our thinking today. Primary readings are supplemented by modern analogue or "companion" texts that shed new light on them, open them up to critical reflection, and highlight the continuing currency of their central ideas. Professors teaching in the cluster will work with the same shared texts, but will set them against modern works of their own choosing.

**FSM BC 1701****Shame, Guilt, and the Self in Western Literature**

Examines some key texts in the Western literary and intellectual tradition, from early antiquity to modernity, as interpretations of morality and the meaning of life, and as expressions of ethical value and cultural authority. Provides an opportunity to reflect not only on the course of the Western tradition itself, but also on the very idea of tradition, how traditions are instituted, constructed, and reconstructed throughout history. Readings will include: Homer, *The Iliad*; Sophocles, *Antigone*; Plato, *Apology*; Shakespeare, *Richard III*; Voltaire, *Candide*; Rousseau, *The Confessions*; Kafka, *The Trial*. —T. Carman, Philosophy

FSM BC 1703

## Re-presenting the Classics, or the Western Literary Tradition and its Discontents

Examines texts that both represent and confront the idea of the “classical tradition,” texts which look to the ancient Mediterranean world as both a source of cultural authority and as a site of contestation. Moves between ancient and modern texts, in order to explore not only what constitutes the classical canon but also how it has been received, resisted, and transformed in Western literature. Engages issues such as how and why traditions are constructed, under what circumstances they come to be challenged or embraced, and the relationship between tradition and identity. Required texts: Jean Anouilh, *Antigone*; Federico Fellini, *Fellini’s Satyricon*; E.M. Forster, “The Classical Annex”; H.D., *Heliodora* (selections); Homer, *Iliad* (selections), *Odyssey* (selections); Patroclus, *Satyricon*; Sappho, *Odes*; Shakespeare, *Troilus and Cressida*; Sophocles, *Antigone*; Tom Stoppard, *Arcadia*; Vergil, *Aeneid* 1-6; Virginia Woolf, “On Not Knowing Greek.” —K. Milnor, Classics



This program is supervised by the Committee on Foreign Area Studies:

**Professor of French:** Serge Gavronsky

**Associate Professor of History:** Deborah Valenze

**Professor in Asian & Middle Eastern Cultures:** Irene Bloom

**Associate Professor of Slavic:** Catharine Nepomnyashchy

**Assistant Professor of Spanish:** Licia Fiol-Matta

**Assistant Professor of German:** Erk Grimm

The purpose of Foreign Area Studies is to provide an introduction to the study of a foreign region of the world. Foreign Area Studies majors are encouraged to study abroad in the region of interest. The work is divided into three elements: language, a scholarly discipline, and a diversified approach to a region. The student who wishes to major may choose one of the regions listed below. The courses named under each region include only those most commonly elected. Other courses may be chosen upon approval of the project by an adviser.

## REQUIREMENTS FOR THE MAJOR

A major in Foreign Area studies is open to qualified students whose applications are approved by the committee in charge. First-year students and sophomores anticipating such a major should consult their class advisers and the officer in charge by March 1 of the sophomore year.

The senior requirements vary according to the region studied. Majors should consult their advisers for details.

**There is no minor in Foreign Area Studies.**

**Asian and Middle Eastern Cultures** (*Adviser:* Irene Bloom) See page 97.

**European Studies** (*Adviser:* Deborah Valenze)

Students may focus on one country or one region of Western Europe. Competence in the language of the region is expected. The major includes:

- A. A concentration consisting of five courses in an academic discipline in the Social Sciences chosen in consultation with the major adviser. A maximum of two of these courses that deal with European topics may be counted among the ten courses in the regional concentration (Part B).
- B. Ten courses focusing on a country or region to include:
  - Two courses in European History;
  - Two courses in the literature or cultural studies of one country in the original language;
  - Two semester senior projects under the direction of the program adviser or an adviser in the minor field;
  - Four courses outside the field of concentration dealing with the selected country or region.

*The following list is only a sample selection of courses that may be applied to the major.*

Anthropology V 3100	Anthropology of Urban Life
Anthropology V 3038	Ethnicity and Race
Art History V 3475	Art and Culture of the Northern Renaissance
Art History BC 3521	Seventeenth-Century Painting and Public Life in the Lowlands, 1580-1700
Economics BC 3030	Comparative Economic Systems
Economics BC 3041	Theoretical Foundation of Political Economy
History BC 1011, 1012	Introduction to European History (recommended as prerequisites for other history courses)
History BC 3005	Nationalism in 20th-Century Europe
History BC 3039	The Civilizing Process
History BC 3410	The City in Europe
History BC 3433	European Welfare State and the Family, 1919-1980
Political Science BC 3007	Modern Political Movements
Political Science BC 3013, 3014	Political Theory
Political Science V 3505	Introduction to Comparative Politics
Religion V 1101	Introduction to the Study of Western Religion
Religion V 3501	18th- and 19th-Century Religious Thought
Sociology V 3100	Introduction to Social Theory
French courses in Culture and Literature	See French, page 203.
German courses in Culture and Literature	See German, page 215.
Italian courses in Culture and Literature	See Italian, page 236.
Spanish courses in Culture and Literature	See Spanish, page 338.

**French Studies** (Adviser: Serge Gavronsky)

**German Studies** (Advisers: Erk Grimm, Michael Levine)

**Latin American Studies** (Adviser: Licia Fiol-Matta)

See Department of Spanish and Latin American Cultures, page 338.

**Russian Regional Studies** (Advisers: Catharine Nepomnyashchy, Peter Juviler)

The major consists of four years of Russian language and a reading knowledge of Russian adequate for research in the Senior Seminar and eight courses distributed in the following subjects:

- Two courses in Russian or Soviet literature (in translation or in Russian);
- Two courses in Russian history;
- One course on Russia or the Soviet Union (history, geography, sociology, economics, literature in translation or in Russian, etc.);
- One course in Soviet/post-Soviet politics; and
- Two semesters of a senior research seminar with research to be conducted predominantly in Russian language sources.

**Spanish Studies** (Adviser: Isolina Ballesteros)

**Professors:** Serge Gavronsky<sup>1</sup> (Chair), Renée Geen<sup>1</sup>, Emmanuel Hocquard (Visiting, Spring), Julia Kristeva (Visiting, Autumn)

**Associate Professor:** Peter T. Connor (Acting Chair, Spring)

**Assistant Professor:** Claudine Frank

**Senior Lecturer:** Anne Boyman

**Lecturers:** Aissata Sidikou-Morton, Laurie Postlewaite

**Associates:** Isabelle Jouanneau-Fertig, Terri Gordon, Anna Lehmann, Sarah Juliette Sasson

<sup>1</sup>Absent on leave Spring term

Courses in the French Department have a twofold objective: to perfect fluency in the written and spoken language, and to develop an understanding and appreciation of the literature and culture of France and French-speaking countries.

New students who have already given evidence of advanced training in French (Advanced Placement Examination with a score of 4 or 5; CEEB examinations with a score of 750) may automatically be exempted from the language requirement. All other new students who intend to satisfy their requirement in French will, depending upon their preparation, be placed immediately in the appropriate language course or be asked to take a placement test offered at the start of each semester (see College Calendar for exact dates). Those receiving a sufficiently high grade fulfill the requirement. The others may do so by completing French BC 1204. For additional information about language courses, students should consult the department chair.

Students who have satisfied the language requirement may immediately enroll in literature and culture courses conducted entirely in French (BC 3020, BC 3021, BC 3022, BC 3023, BC 3024); courses in which the readings are in French and English with lectures, discussions, and papers in English (BC 3046, BC 3047, BC 3048, BC 3049, V 3420, V 3421); and advanced language courses (BC 3007-3019).

In cooperation with Columbia College, the department offers a program at Reid Hall in Paris open to majors and non-majors. See Study Abroad, page 50.

The department holds many of its advanced classes in a special seminar-library, the French Room (306 Milbank).

## REQUIREMENTS FOR THE MAJOR

All majors are required to take the Junior French Test, a short-answer examination on literary history, literary terminology, and translation. Majors will take the Major Examination, a written critical essay on a prepared question, and an individual oral *explication de texte*.

Students enrolled in the Senior Essay will take the written part of the Major Examination. The defense of the essay constitutes the oral section of the Major Examination.

Majors who plan to do graduate work are encouraged to acquire a reading knowledge of Latin and German.

There are three majors available to prospective students in the department:

**Language and Literature:** This program emphasizes the language, culture, and literature of the country.

**Translation and Literature:** This program perfects students' abilities to translate from French into English and English into French, together with a knowledge of French culture and literature.

**French and Francophone Studies:** This program emphasizes the historical and contemporary interrelationship between France and the French-speaking world in their social, literary, and cultural aspects.



# FRENCH

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In consultation with the adviser of her choice, the student majoring in French may select one of the following options:

## Language and Literature

10 courses are required for the major:

FRE BC 3021, BC 3022 or BC 3023, BC 3024

Two language courses chosen from FRE BC 3013-3019

Two literature courses chosen from BC 3031-3036 and three courses chosen from 3037-3043

One-term seminar numbered BC 3052, a Senior Essay, or a sixth literature course.

## Translation and Literature

10 courses are required for the major:

FRE BC 3021, BC 3022 or BC 3023, BC 3024

Three language courses chosen from FRE BC 3014-3017

Four one-term literature courses chosen from the following: BC 3031-BC 3043

One-term seminar numbered BC 3053 or a Senior Essay in Translation.

## French and Francophone Studies

11 courses are required for the major:

FRE W 3420 and FRE W 3421

Two language courses chosen from FRE BC 3007-BC 3017

Three courses selected from FRE BC 3020; 3031-3049

Three courses selected from other departments at BC or CU pertaining to the major and chosen in consultation with the adviser.

A senior seminar (FRE BC 3057 or 3058) with an essay written either in French or in English

The student is expected to declare her option by the end of the junior year. Programs may include additional courses in French literature, culture, and language, or in other subjects which vary with the interest of the student. Certain courses in the French and Romance Philology Department at Columbia University may be substituted with the approval of the chair.

A student who elects French as part of a combined double or interdisciplinary major will establish her individualized program with the departments concerned.

## REQUIREMENTS FOR THE MINOR

Seven courses are required for a minor:

FRE BC 3021, BC 3022, BC 3023, and BC 3024 or FRE V 3420, V 3421

Two language courses chosen from: FRE BC 3007-BC 3017

Three literature and culture courses chosen from: FRE BC 3031-BC 3049

## COURSES OF INSTRUCTION

### LANGUAGE COURSES

For satisfactory completion of the language requirement, students with a C– or below average will have to repeat the course.

**FRE BC 1001x, 1002y**

**Elementary Full-Year Course**

Basic elements of French grammar. Oral, writing, and reading skills. —Staff

*Students may take either or both of these courses at Columbia.*

4 points.    Sec.1 M–F 9:00–9:50; Sec.2 M–F 10:00–10:50

**FRE BC 1002x****Elementary French**

Second semester of full-year course. —S. Sasson

4 points.    *Sec.1 MW 9:10–10:25; Sec.2 TuTh 1:10–2:25*

**FRE BC 1102x****Review of Elementary French**

Oral and written review of basic grammar and syntax. Reading in modern literature and Francophone literature, free composition, translation. One hour of oral drill is required. —Staff

*Course chair: I. Jouanneau-Fertig*

*Primarily for students who need further instruction to qualify for the intermediate course. Credit cannot be granted for both BC 1102 and BC 1002 (or its equivalent). Enrollment limited to 20 students per section.*

3 points.

**FRE BC 1203x, y****Intermediate Course I**

Further development of oral and written communication skills. Literary analysis, expository compositions, and *explication de texte*. Readings from modern French and Francophone literatures. —Staff

*Course chair: A. Sidikou-Morton*

*Prerequisites: BC 1001x, BC 1002y, BC 1102x, C 1101-C1102, or an appropriate score on the placement test.*

3 points.    *Sec.1 MW 1:10–2:25; Sec.2 MW 2:40–3:55; Sec.3 MW 10:35–11:50;*

*Sec.4 TuTh 1:10–2:25; Sec.5 TuTh 10:35–11:50*

**FRE BC 1204x,y****Intermediate Course II**

More advanced work in language skills. Emphasis on literary analysis and *explication de texte*.

Readings taken from literature of the Renaissance to the modern period. —Staff

*Course chair: A. Boyman*

*Prerequisite: BC 1203 or an appropriate score on the placement test.*

3 points.    *Sec.1 MW 1:10–2:25; Sec.2 MW 10:35–11:50;*

*Sec.3 MW 11:00–12:15; Sec.4 MW 2:40–3:55*

**FRE BC 1205x****Intermediate Oral French**

Intensive oral work, vocabulary enrichment, discussions on prepared topics relating to contemporary France and the French-speaking world, oral presentations. (This course does not satisfy the language requirement.) —I. Jouanneau-Fertig

*Limited to 16 students.*

3 points.    *TuTh 10:35–11:50*

**FRE BC 1306y****Composition and Conversation**

Weekly compositions designed to improve writing skills and to correct grammar and syntax.

Pronunciation, vocabulary development. —I. Jouanneau-Fertig

3 points.

**FRE BC 3007x****Commercial-Economic French**

The socioeconomic language of contemporary French society. Practice of oral and written communications based on documents from the French press. Students who have completed the course may wish to take the certificate exam given by the Chambre de Commerce et d'Industrie de Paris. —I. Jouanneau-Fertig

3 points.    *TuTh 2:40–3:55*

**FRE BC 3011x****History of the French Language**

Transformation and evolution of the French languages from the early Middle Ages to the present are studied from a socio-historical perspective. Primary texts include literary, legal, political, scientific,

administrative, liturgical, and epistolary documents. Includes consideration of French outside of France and variations on the continent in the 20th century. —L. Postlewaite  
3 points. MW 1:10–2:25

## **FRE BC 3012x**

### **Advanced Composition and Grammar Review, Part I**

Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments. —R. Geen

3 points. Not offered in 1999-2000.

## **FRE BC 3013y**

### **Advanced Composition and Grammar Review, Part II**

Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments. —R. Geen

3 points. Not offered in 1999-2000.

## **FRE BC 3014x**

### **Advanced Translation: Literary Texts**

Translation of various styles of prose and poetry from French to English. — A. Boyman

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points. TuTh 10:35–11:50

## **FRE BC 3015x**

### **Advanced Translation into French**

Specific techniques of translation will be studied and applied to various texts (prose, poetry, theatre) and contexts (advertisements, cartoons, song lyrics, subtitles) in order to increase awareness of linguistic resources and expressive possibilities. — R. Geen

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points. Not offered in 1999-2000.

## **FRE BC 3016y**

### **Advanced Conversation**

Spoken French stressing fluency and acquisition of new vocabulary. Practice in phonetics. Conversations, debates based on newspaper articles, and dramatic readings. —C. Frank

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points.

## **FRE BC 3017y**

### **Advanced Translation: Non-literary Texts**

Translation of various non-literary styles of prose taken from historical, critical, philosophical, and other sources. —A. Boyman

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points.

H

## **FRE BC 3018y**

### **Creative Writing**

Intensive writing workshop emphasizing new approaches to narrative prose and poetry, including cut-ups, fold-in, and pick-ups. —E. Hocquard

1 points.

## **FRE BC 3019y**

### **Advanced Phonetics**

A detailed study of the major rules of French pronunciation; theoretical linguistic concepts will be followed up with intensive oral drills. —A. Boyman

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points. Not offered in 1999-2000.



## LITERATURE COURSES

For non-majors, the literature courses listed in this section will count toward the general requirement. Courses BC 3047, BC 3048, and BC 3049 are conducted in English.

**FRE BC 3020x****Special Themes in Modern French Culture and Literature**

*Prerequisite: Satisfaction of the language requirement in French. Enrollment is limited to 30 students.*  
3 points.

**8. Surrealism in Painting and Film**

Special attention paid to the influence of de Sade and Freud on major surrealist paintings, films, and photographs. Included are works by Breton, Desnos, Buñuel, Clair, Fini, Ernst, Dalí, Magritte, Man Ray, Tanning, and Artaud. Critical texts by Sade, Freud, Breton, Bataille, Bellmer, Desnos, and others. —S. Gavronsky

TuTh 10:35–11:50

III H

**10. Workshop on Modern France: Les Intellectuels**

Definitions and roles on the “intellectual” in the 19th- and early 20th-century France. Examines theories of individualism; the rise of sociology and its view of religion; the conflict of rationalism/irrationalism at the turn of the century; intellectual political participation in the 30s; and the status of ethnography. —C. Frank

MW 2:40–3:55

III H

**FRE BC 3021x****Major French Texts from the Middle Ages to the 20th Century I**

Medieval, Renaissance, and Classical literature in their cultural context. —R. Geen

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points. MW 11:00–12:15

III H

**FRE BC 3022y****Major French Texts from the Middle Ages to the 20th Century II**

The Age of Enlightenment, Romanticism, Realism, and Symbolism. French BC 3021 may be taken for credit without completion of French BC 3022. —A. Lehman

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points.

III H

**FRE BC 3022x****Major French Texts from the Middle Ages to the 20th Century II**

Equivalent of BC 3022y, but given in the Autumn term.

3 points. Not offered in 1999-2000.

III H

**FRE BC 3023y****The Culture and Institutions of France**

An historical analysis of *mentalités* from the Middle Ages through the reign of Louis XIV through symbol, structure, and self-presentation. —L. Postlewaite

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points. MW 1:10–2:25

III H

**FRE BC 3024y****The Culture and Institutions of France**

The major cultural and institutional foundations of France from the Age of Enlightenment through the student revolts in 1968. Topics include: the *Encyclopédistes*, the French Revolution, the rise of socialism, *l’Affaire Dreyfus*, decolonization, and May 1968. —P. Connor

*Prerequisite: Satisfaction of the language requirement or the equivalent.*

3 points.

III H

**FRE BC 3030x****Medieval Theatre**

Examines a variety of kinds of theatrical representations (liturgical drama, comic farce and “sottie,”

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court entertainments, pageants, etc.). —L. Postlewater  
*Lectures and readings will be in English; French majors do written work in French. Prerequisite: Satisfaction of French language requirement for majors only.*  
3 points. Not offered in 1999-2000. III H

**FRE BC 3031x**  
**The Middle Ages**

Development and evolution of literary expression in France from the Crusades through the High Middle Ages. Topic King Arthur in Medieval French literature: an examination of the many versions and interpretations of the myth of King Arthur, his knights, and his queen, Guinevere. —L. Postlewater  
*Prerequisite: Satisfaction of the language requirement or the equivalent.*  
3 points. Not offered in 1999-2000. III H

**FRE BC 3032y**  
**Women and Writing in Early Modern France**

Examination of cultural and literary phenomena in 15th–17th century France, focusing on writings by and about women. Authors include Rabelais, Marguerite de Navarre, Des Périers, Boaistean, La Fontaine, and others.  
*Prerequisite: FRE 3021, 3022, 3023, 3024, or permission of the instructor.*  
3 points. Not offered in 1999-2000. III H

**FRE BC 3033y**  
**Literature of the French Renaissance and the Baroque**

Experimentation and discovery in the arts, in science and technology, and in man’s understanding of himself and the world around him. We will explore how the works of French poets, *prosateurs*, and playwrights reflect both the vibrancy and splendor of the time, as well as the struggle of an era preoccupied with death and “rebirth.” —L. Postlewater  
*Prerequisite: FRE BC 3021, 3022, 3023, 3024, or permission of the instructor.*  
3 points. Not offered in 1999-2000. III H

**FRE BC 3034x**  
**French Classical Literature and Culture**

Focus on the literature and culture of the 17th century. —L. Postlewater  
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*  
3 points. MWF 10:00–10:50 III H

**FRE BC 3035y**  
**Eighteenth-Century French Fiction**

Courses and discourses of the heroine in selected 18th-century novels. The rise of the harlot, the tribulations of the orphan, the fall of the noblewoman, and the revenge of the betrayed. Readings include: Prévost, *Manon Lescaut*, Marivaux, *La Vie de Marianne*, Diderot, *La Religieuse*, and Laclos, *Les Liaisons Dangereuses*. Transpositions of the 18th-century heroine in operas and films. —R. Geen  
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*  
3 points. Not offered in 1999-2000. III H

**FRE BC 3036x**  
**The Age of Enlightenment**

The challenge of traditional ideas on government, religion, ethics, and aesthetics in 18th-century France. —R. Geen  
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*  
3 points. MW 1:10–2:25 III H

**FRE BC 3037y**  
**Nineteenth-Century French Poetry**

Poems by Lamartine, Hugo, Baudelaire, Rimbaud, and Mallarmé. Readings will focus on the turn from Romanticism to Modernism in the 19th century. —A. Boyman  
*Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*  
3 points. Not offered in 1999-2000. III H

**FRE BC 3038x****The Nineteenth-Century French Novel**

Evolution of the novel, aesthetics of Romanticism, Realism, Naturalism, and Symbolism. Particular attention is paid to the formal problems of narrative, the rhetoric of sentiment, *décadence*, and issues of sexual identity. —P. Connor

*Prerequisite:* BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. Not offered in 1999-2000.

III H

**FRE BC 3039y****Twentieth-Century French Theatre**

Tradition and innovation in major French dramatists including Giraudoux, Anouilh, Claudel, Ionesco, Genet, and Beckett. —R. Geen

*Prerequisite:* BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. Not offered in 1999-2000.

III H

**FRE BC 3040x****Twentieth-Century French Fiction**

Topics will include the theory of the gratuitous act, literature and the rise of Fascism, war and the literature of commitment, erotic violence. —P. Connor

*Prerequisite:* BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.

3 points. MW 2:40–3:55

III H

**FRE BC 3041x****Twentieth-Century French Thought**

Identity as defined by the “other” and oneself. The first half of the semester focuses on the rise of anti-semitism from the 1880s to Le Pen; the second half focuses on self-identity in the writings of men and women from North Africa (Maghrebins). —S. Gavronsky

*Prerequisite:* BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. Not offered in 1999-2000.

III H

**FRE BC 3042y****Twentieth-Century French Poetry**

An analysis of the founding concepts of modernity from Mallarmé through Cendrars and Apollinaire to contemporary poets including Deguy, Du Bouchet, Roubaud, and Jacqueline Risset. —E. Hocquard

*Prerequisite:* FRE BC 3021, 3022, 3023, 3024, or the equivalent.

3 points.

III H

**FRE BC 3043x****Twentieth-Century French Women Writers**

Writings by women will be analyzed in the changing philosophical and literary contexts of the 20th century. —A. Boyman

*Prerequisite:* BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. TuTh 1:10–2:25

III H

**FRE BC 3045x****The Short Story in France**

Short prose fiction (contes, nouvelles, récits, textes) will be read in a literary as well as historical context and studied as ground for experimentation in the meaning of fiction. —R. Geen

*Prerequisite:* BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.

3 points. Not offered in 1999-2000.

III H

**FRE BC 3046y****Political-Economic Aspects of Contemporary France**

Major politico-institutional and socioeconomic crises and debates in France from the post-war to the present. —S. J. Sasson

*Prerequisite:* Satisfaction of language requirement and one advanced French course or the equivalent.

3 points.

II S



**FRE BC 3047x**

**Topics in French and Francophone Cultures**

*Taught in English with readings in English and French; papers in English. Prerequisite: Satisfaction of the language requirement and one advanced French course or permission of the instructor.*  
3 points.

**7. Négritude**

Analysis of the theoretical and literary precursors of *négritude*; major figures of the movement; relations with the Harlem Renaissance; and the formulation of creolity by contemporary Caribbean writers and thinkers. Authors will include Gobineau, Maran, Price-Mars, Hughes, McKay, Césaire, Senghor, Damas, Fanon, Sartre, Glissant, and Chamoiseau. —S. Gavronsky

*TuTh 1:10–2:25*

II H

**9. Childhood Remembered**

Recollections of childhood as autobiography, self-portrait, or autofiction. —R. Geen

*Not offered in 1999-2000.*

III H

**10. Carmen and Her Sisters**

Myth of Carmen explored in relation to other literary heroines of the 18th and 19th centuries.

Particular focus on the topics of gender; gypsies; exoticism; music and/or performance. —C. Frank

*Not offered in 1999-2000.*

II H

**11. Major African Texts: Orality and *Écriture***

Writing from the different parts of the continent. Focus on self-identity and the African experience as conveyed in a variety of genres: poetry, drama, the novel, and film. —A. Sidikou-Morton

*TuTh 2:40–3:55*

II H

**FRE BC 3047y**

**Topics in French and Francophone Cultures**

*Taught in English with readings in English and French; papers in English. Prerequisite: Satisfaction of French language requirement or permission of the instructor.*  
3 points.

**6. Censorship and Literature in France from the *Ancien Régime* to World War II**

*Not offered in 1999-2000.*

III H

**8. Africa in Cinema**

Representations of African culture by filmmakers from various cultural backgrounds. Social and ideological positions and the demands of exoticism. The constructions of the African as “other” and the responses they have elicited from Africa’s cinéastes. —A. Sidikou-Morton

*Not offered in 1999-2000.*

II H

**12. Griots and Griottes of West Africa**

An introduction to the keepers of the oral tradition in the Sahel and Savannah regions of West Africa. —A. Sidikou-Morton

*Not offered in 1999-2000.*

II H

**13. Blacks, Jews, and Arabs in Modern France**

From *négritude* to World War II anti-semitism, to contemporary French reactions to North African immigration. —S. Gavronsky

*Not offered in 1999-2000.*

III H

**14. Women in Francophone Africa: Historical and Cultural Perspectives**

Emphasizes cultural and historical representation of Francophone women by both women and men. Works will include novels, films, and poems, by authors such as Sembène Ousmane, Mariama Bâ, Amadou Kourouma, Camara Laye, Calixthe Beyala. —A. Sidikou-Morton

*Prerequisite: Satisfaction of language requirement.*

**FRE 3048y****Topics in Theory and Literary Criticism: Critical Theory**

An introduction to the conceptual foundations of structuralism and post-structuralism. —A. Boyman

*Course taught in English with readings in English and French; papers in English.*

*Prerequisite: Satisfaction of the language requirement in French or permission of the instructor.*

3 points.

III H

**FRE BC 3049x****France on Film**

Films on and of the period from the 1930s to the present, focusing on the interplay between history, ideology, and culture. —S. Gavronsky

*Course taught in English with readings in English and French; papers in English. Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.*

3 points. Not offered in 1999-2000.

III H

**SEMINARS****FRE BC 3052x****Seminar in Literature: Hannah Arendt or “The Narrative”**

An exploration of the works and life of one of the 20th century’s most influential feminist thinkers. Philosophy student, disciple, and mistress of Heidegger, author of a thesis on “Love in St. Augustine” and a biography of Rahel Vernhagen; Arendt would discover her Jewish heritage, embrace Zionism, and flee Germany. After a short exile in France, she would settle in the U.S. and become one of the most brilliant and controversial thinkers on the subject of “totalitarianism,” under which she included the politics of both Nazism and Stalinism. —J. Kristeva

*In English with readings and a paper in English. Limited enrollment: sign-up absolutely essential with chair of the French Department. (September 27 to November 10)*

2 points.

**FRE BC 3053y****Seminar in Translation**

Translation of contemporary French poets into English and American poets into French. Also examines recent theories of translation. —E. Hocquard

*Written permission of the instructor is required.*

4 points.

**SENIOR ESSAY**

The Senior Essay may be taken in lieu of the senior seminar only by seniors with an A– average in the department. Written permission of sponsor is required. Normally a one-semester course.

**FRE BC 3057x, 3058y****Senior Essay: Literature or French Studies and Francophone Studies**

Research into French or Francophone literatures and cultures. Literature majors will write their essays in French; French Studies majors may write in English.

**FRE BC 3059x, 3060y****Senior Essay: Translation**

Presentation and translation into English of a French text of significant length and literary or cultural value.

**FRE V 3420x****Introduction to French and Francophone Studies I**

Conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931. Emphasis on the issue of universalism versus relativism and the ideological foundations of French colonialism. Authors and texts will include selections from the *Encyclopédie*, the *Déclaration des droits de l’homme et du citoyen*, the *Code Napoléon*, Diderot, Chateaubriand, de Tocqueville, Ségalen, Drumont. —P. Connor

*Satisfaction of French language requirement.*

3 points. MW 1:10–2:25

III H

## FRE V 3421y

### Introduction to French and Francophone Studies II

Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional and national identities will be considered in this introduction to the contemporary French-speaking world in Europe, the Americas and Africa. Authors include Aimé Césaire, Léopold Senghor, Frantz Fanon, Maryse Condé. —R. Fisher

*Satisfaction of French language requirement.*

3 points.

I H

## STUDY IN PARIS

Reid Hall Programs

203 Lewisohn Hall. 854-2559

reidhall@columbia.edu

<http://www.ce.columbia.edu/cu/ssp>

Reid Hall, at 4, Rue de Chevreuse, in Montparnasse, is the Paris campus for Barnard College and Columbia University programs. The programs are open to students with majors in all fields. To assure validation of credits, students should work closely with their major advisers. Students should consult the current *Reid Hall Bulletin* about course offerings, which are subject to change.

Students may study at Reid Hall for one term (Autumn, Spring, or Summer) or for an entire academic year. Students in the Autumn programs may stay on for the Spring. Participation in the Reid Hall Programs (except during the Summer) requires a full-time commitment to four courses totaling at least 12 points. Students may enroll in a fifth course with the permission of the Director of Studies. All students should discuss their proposed program with their home college adviser and Dean of Studies prior to departure.

## AUTUMN PROGRAMS

Application Deadline: March 1

1. *The Intensive French Language and Civilization Program*. Open to students with two years of college-level French or the equivalent.
2. *The French Studies in the Humanities and Social Sciences Program*. Open to students with three years of college-level French or the equivalent. The third-year courses may be in literature, culture, grammar, composition, or conversation. Students may take up to two of their courses in the French university system.
3. *The Art History Program*. Open to students in good standing who have completed two years of college French or the equivalent and one introductory art history course with grades of B or better.
4. *The Supervised Research Program*. Open to students with three years of college-level French or the equivalent with grades of A- or better. Students may take up to three courses in the French university system and in addition must complete a mémoire, a research paper of publishable quality of at least 30 pages in length.

## SPRING PROGRAMS

Application Deadline: October 1

1. *The Intensive French Language and Civilization Program*
2. *The French Studies in the Humanities and Social Sciences Program*
3. *The Supervised Research Program*
4. *Political Science Program*. Open to students with three years of college-level French or the equivalent and a strong background in the social sciences.

## ACADEMIC-YEAR PROGRAMS

Application Deadline: March 1

1. Students in the above-mentioned Autumn programs may stay on for the Spring. A variety of program options are available and are included in the descriptions of the Autumn programs.
2. *The Academic-Year Program*. Open to students who have completed three years of college French with distinction. Students study at Reid Hall and in the French university system and write a thesis.



**Courses Offered at Reid Hall in Paris****French H 3003x, y****Phonetics**

—D. Manesse, D. Barret

*3 points.***French H 3334x, y****Introduction to Literary Study:****From the 18th Century to the Present**

—C. Valéro

*Credit is not granted for both BC 3022 and H 3334 (or C3334 or F 3334).**3 points.***French H 3405x, y****Third-year Grammar and Composition I**

—M.M. Charlier, C. Rouquette

*3 points.***French H 3406x, y****Third-year Grammar and Composition II**

—M.M. Charlier, C. Valéro, C. Rouquette

*3 points.***French H 3131x, y****Third-year Conversation I Aural/Oral Skills: Phonetics and Oral Expression**

—M.M. Charlier

*3 points.***French H 3431x, y****Fourth-year Grammar and Composition I**

—M. Hamon

*3 points.***French H 3432x, y****Fourth-year Grammar and Composition II**

—D. van de Velde

*Prerequisite: French H3431 or its equivalent.**3 points.***French H 3625x, y****Literary Analyses of French Culture**

—I. Roymer

*3 points.***French H 3334x, y****Introduction to Literary Study: From 1800 to the Present**

—M. Camille-Martin

*3 points.***French H 3602x, y****Contemporary French Literature**

—M. Camille-Martin

*3 points.***French H 3991x-H 3992y****Supervised Study in the French University System***Study in the French university system in the area of the student's choice under the supervision of the Director of Studies.**2 to 15 points each term.*

# FRENCH

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**French H 3435x,y**  
**Translating French into English**

A practicum in translating from French into English based on a set of texts that will be translated individually and reviewed in class. A theory and method of translation will be developed, grounded in practice. —Instructor TBA  
*3 points.*

**French H 3994**  
**Colloquium Paris: National Capital in a Global Society**

Debate, discern, and if possible, understand the importance of Paris in the global society of the 21st century. Philosophical trends and longtime tendencies are embedded in the symbolic geography of contemporary Paris. Studying their concrete, and often paradoxical, manifestations allows us to see how the city positions itself in terms of tomorrow's challenges and to understand some of its internal contradictions. —J. Castex  
*3 points.*

III H

**French H 3500x,y**  
**Language and Society**

Theory and practicum: the different forms of spoken French will be studied within a sociolinguistic framework. The different structures of spoken French will be analyzed. —M.-M. Charlier  
*3 points.*

**French H 3997x-H 3998y**  
**Supervised Research in France**  
*2 to 6 points each term.*

## SUMMER PROGRAMS

The Columbia University Summer Session regularly offers courses at Reid Hall. A six-week summer term, in operation during June and July, is open to Columbia University and Barnard College students, qualified students from other institutions, and persons without current academic affiliation. All courses are offered for academic credit. The program offers grammar and composition, conversation, phonetics, art history, and literature. Reid Hall assists students in locating housing, including dormitory facilities in the Cité Universitaire. Interested students should obtain the Reid Hall Summer Student Information Packet, available beginning April 1, from the Reid Hall Programs office, 203 Lewisohn Hall, Columbia University, New York, N.Y. 10027, (212) 854-2559.

**Associate Professor:** Michael Levine (Chair)

**Assistant Professor:** Erk Grimm

**Associate:** Irene Motyl (Language Coordinator)

Courses in German are designed to develop proficiency in language skills and to present the traditions as well as the current developments in the literature and culture of the German-speaking countries: Austria, Germany, and Switzerland.

The language requirement in German is fulfilled by the completion of V 1202 *Intermediate Course II*. Entering students with a previous knowledge of German will be placed in the appropriate course on the basis of their CEEB scores or in accordance with their achievements on a placement test taken prior to registration.

Three levels of language instruction are offered with an equal emphasis on reading, writing, oral comprehension, and speaking. The *Elementary Full-Year Course*, German V 1101-V 1102, includes a series of cassettes that the students will use to supplement their five classroom contact hours. In the *Intermediate Course I and II*, German V 1201 and V 1202, fictional prose provides a basis for expanding the students' knowledge of contemporary life and thought in the German-speaking countries. BC 3005x, 3006y *Advanced German* provides opportunity for intensive practice in speaking and writing German. These courses may be taken in reverse sequence. They are recommended as complementary companion courses to lecture/reading-oriented courses.

Satisfactory completion of or exemption from V 1202 is required for enrollment in any of the advanced courses; the sequences in which these should be taken will be determined in consultation with the department.

The following programs are available to prospective students in the German department.

## The Major in German Language and Literature

The courses comprising this program are all taught in German with the twofold objective of combining the study of significant works, literary trends, and cultural manifestations with advanced practice in the use of German as a medium of intellectual communication.

### Requirements: 10 courses

GER BC 3005x and/or 3006y *Advanced German Conversation and Composition*  
(3 pts. each)

GER BC 3011 *Introduction to German Literature and Civilization*

GER BC 3061 *Seminar*

Five one-term advanced literature courses chosen from GER V 3014-3048

A third advanced language course may be substituted for one advanced literature course.

GER BC 3062x or y *Senior Essay*

A half-hour oral exit examination is required.

## The Major in German Studies

This major combines a study of literature with other aspects of German culture and civilization by choosing courses from the social sciences such as history, political science, and economics, and from other humanities dealing with the German-speaking regions of Europe.

The department will assist and advise those students who are interested in opportunities to study in Germany or Austria.

### Requirements: 14 courses

Two or three of the following language courses or their equivalent:

GER BC 3005-3006

Four or five one-term Advanced Literature and Culture courses numbered:



# GERMAN

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GER BC 3011-3048

One GER BC 3062x or y *Senior Essay*\*

Six one-term courses in the Social Sciences and Humanities that relate to the German-speaking countries of Europe and define a special field of interest (to be chosen in consultation with the major adviser). Two courses dealing with German history are strongly recommended.

\* The major adviser in the German department will work with a second reader in another field if the thesis topic should require it.

A half-hour oral exit examination is required.

## The Combined Major: German and Another Field

### Requirements: 14 courses

Seven courses in each department, including a seminar in one of the departments and a senior essay on a topic bridging both fields.

A student who selects a combined major will establish her special program in consultation with the departments concerned.

## The Minor in German

### Requirements: 5 courses

Advanced language courses from GER BC 3005-6 and GER BC 3011.

A minimum of three additional advanced literature courses from GER V 3014-47/48

## COURSES OF INSTRUCTION

### LANGUAGE COURSES

#### GER V 1101x-1102y

##### Elementary Full-Year Course

Fundamentals of German grammar, comprehension of the spoken language, reading, writing, and speaking. Intensive aural-oral practice. —I. Motyl and staff

*No credit is given for V 1101x unless V 1102y has been satisfactorily completed.*

4 points.

#### GER V 1101y

##### Elementary Full-Year Course, Part I

Same as V 1101x, but given in the Spring term. —I. Motyl

*No credit is given for V 1101 unless V 1102 has been satisfactorily completed.*

4 points.

#### GER V 1102x

##### Elementary Full-Year Course, Part II

Same as V 1102y, but given in the Autumn term. —I. Motyl

4 points.

#### GER V 1201x

##### Intermediate Course I

Complete grammar review through regular exercises. Texts by modern authors are used for close and rapid reading and writing exercises. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. —I. Motyl and staff

*Prerequisite: V 1102 or the equivalent.*

4 points.

#### GER V 1201y

##### Intermediate Course I

Same as V 1201x, but given in the Spring term. —I. Motyl

*Prerequisite: V 1102 or the equivalent.*

4 points.

**GER V 1202y**  
**Intermediate Course II**

Language study based on literary texts: several short stories, one short novel. Assignments include compositions in German and exercises of grammatical forms, both related to the texts. Class discussions in German provide oral and aural practice. —Staff

*Prerequisite:* V 1201 or the equivalent.

4 points.

**GER V 1202x**  
**Intermediate Course II**

Same as V 1202y, but given in the Autumn term. —Staff

*Prerequisite:* V 1202 or the equivalent.

4 points.

**GER V 3005x, 3006y**  
**Advanced German Conversation and Composition**

Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from the German press and from literary sources. Use of tape cassettes for grammar review as required by students' individual needs. Courses may be taken in reverse sequence. —Staff

2 points. Sec. 1

3 points. Sec. 2

**GER W 1112x, y**  
**Elementary Conversation**

—Staff

2 points.

**GER W 1120x, y**  
**Preparation for Intermediate German**

—Staff

4 points.

**GER W 1521x, y**  
**Intermediate Conversation I**

—Staff

2 points.

**GER W 1522x, y**  
**Intermediate Conversation II**

—Staff

2 points.

**GER F 1113x, y**  
**Reading I**

—Staff

2 points.

**GER W 1114x, y**  
**Reading II**

—Staff

2 points.

**GER F 1213y**  
**Intermediate Reading I**

—Staff

2 points.

# GERMAN

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**GER W 1220x**

**Berlin**

—Staff

4 points.

**GER W 1220x**

**Berlin Lab**

—Staff

2 points.

**GER W 3002x**

**Advanced German Composition**

—Staff

3 points.

**GER W 4090y**

**German for International and Public Affairs**

—M. Gehlker

3 points.

**GER W 4092x**

**Business German**

—Staff

3 points.

## LITERATURE COURSES

The literature courses listed below are conducted in German. Papers may be written in German or English.

**GER BC 3011x**

**Introduction to German Literature and Civilization**

German literature in a historical-cultural context from the late 18th to the 20th centuries. Selected readings from Lessing to Handke.— Staff

*Prerequisite:* V 1202 or the equivalent.

3 points. Not offered in 1999-2000.

III H

**GER BC 3027y**

**Modern German Literature and Culture: 1900-1945**

*Prerequisite:* V 1202 or the equivalent.

3 points. Not offered in 1999-2000.

III H

**GER BC 3028y**

**Contemporary German Literature from the End of World War II to the Present**

Critical analysis of works by writers from Germany, Austria, and Switzerland: Böll, Bachmann, Frisch, Grass, Wolf, Hein, Maron, Jelinek, and others. —M. Levine

*Prerequisite:* V 1202 or the equivalent. Alternate years.

3 points.

III H

**GER BC 3029**

**Literature and the “Uncanny”**

Study of the “uncanny” as a literary, psychological, and mythological motif focusing on phenomena such as ghosts, doubles, and automatons. Particular attention to the threatening sources of the “uncanny”; its impact on narrative structures; its effects on the reader; and its relation to memory and notions such as “shock” and “terror.” —M. Levine

*Prerequisite:* V 1202 or the equivalent.

3 points. Offered in 2000-2001.

III H



**GER BC 3030****Germany Literature and the French Revolution**

Examination of poems, dramas, and prose works that document the impact on German literature of the French Revolution, seen both as a defining moment in European history and as an absence in Germany's own unique past. Texts by Goethe, Hölderlin, Kleist, Büchner, Grabbe, Marx, Müller, and Weiss. —E. Grimm

*Prerequisite:* V 1202 or the equivalent.

3 points. Not offered in 1999-2000.

III H

**GER BC 3031x****Germany Poetry: 1800-Present**

Survey of major poets in the German language from classicism to modernism and postmodernism, paying attention to the transition from traditional verse to avant garde forms. Readings from Hölderlin, Heine, Rilke, Celan, Kaschnitz. Relevant areas of literary theory will be included. —E. Grimm

*Prerequisite:* V 1202 or the equivalent.

3 points.

III H

**GER BC 3046y****German Literature in the 18th Century**

*Prerequisite:* V 1204 or the equivalent. Alternate years.

3 points. Not offered in 1999-2000.

See GER BC 3061x.

III H

**GER BC 3035****Media Stories**

Close analysis of the interrelation between literature and information technologies from the late 19th century to the present day. Emphasis on the discussion of ethical and aesthetic issues. Texts by Mann, Keun, Brecht, Chomsky, Virilio, and Baudrillard. Films by Lang, Trotta, and Wenders. —E. Grimm

*Prerequisite:* V 1202 or the equivalent.

3 points. Not offered in 1999-2000.

III H

**GER BC 3050****German Migrant Literature**

Examination of migration and the nomadic experience in the 19th and 20th centuries. Emphasis on the comprehension and construction of the "other" culture by travelers and migrants in fictional texts; and on questions of orientalism, colonialism, and multiculturalism. Texts by Chamisso, Humboldt, Raabe, Lasker-Schüler, Ören, Atabay, Deleuze, Said, and Taylor. —E. Grimm

*Prerequisite:* V 1202 or the equivalent.

3 points. Not offered in 1999-2000.

III H

**GER BC 3061x****Seminar: German Romanticism**

Examination of the interrelationship of literature, philosophy, and literary criticism in the writings of the German Romantics. Particular focus on questions of fragmentation, genre, myth, wit, and irony. Texts by Friedrich and August Schlegel, Novalis, Hölderlin, Günderode, Hoffmann, Heine, and Tieck as well as critical works by Blanchot, Lacoue-Labarthe, Nancy, Kittler, and Benjamin. —M. Levine

4 points.

**GER BC 3062y****Senior Essay: Literature or German Studies**

Supervised research into German literatures and cultures culminating in a critical paper. —E. Grimm and M. Levine

*Open to senior majors. Permission of the instructor required.*

3 points. Regular consultations with the instructor at hours to be arranged.

**GER W 3220x****Berlin: Past and Present**

—R. Korb

3 points.

**GER W 3333x**  
**Introduction to German Literature**  
—D. Purdy  
3 points.

**GER W 3334y**  
**Introduction to Contemporary German Culture**  
—B. Brandt  
3 points.

**GER W 3443x**  
**Survey of German Literature: 19th Century**  
—H. Mueller  
3 points.

**GER W 3444y**  
**Survey of German Literature: 20th Century**  
—M. Anderson  
3 points.

**GER W 3620x**  
**German Exile and Resistance in the United States**  
—M. Anderson  
3 points.

**GER W 3675x**  
**Literature in World Context**  
—W. Goetschel  
3 points.

**GER W 4200**  
**Modern German Intellectual History**  
—W. Goetschel  
3 points.

**GER W 4265**  
**Jews in German Culture**  
—M. Anderson  
3 points.

**GER W 4515y**  
**Women in German Literature**  
—A. Brauerhoch  
3 points.

**CPL V 3630x**  
**Gender, Nationality, and War in Fiction and Theory**  
—A. Brauerhoch  
3 points.

**CPL V 4360x**  
**Faust and the Media**  
—D. von Muecke  
3 points.

**CPL V 4207**  
**Aesthetics Under Siege**  
—A. Huyssen  
3 points.

## COURSES GIVEN IN ENGLISH

**GER BC 3201x****Introduction to German Culture and Thought: Problems and Perspectives**

An interdisciplinary inquiry into seminal literary, artistic, social, political, and intellectual movements in the history of German culture and thought. Short texts by Adorno, Fichte, Freud, Goethe, Grimm, Hoffmann, Kafka, Kant, Kleist, Marx, Mendelssohn, Nietzsche, Wolf, and others. Guest lectures on German film, music, and paintings. —M. Levine

3 points. III H

**GER BC 3232y****From Decadence to Dada**

An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include: the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salomé. Film and montage by Richter, Hoesch, and Hausmann. —E. Grimm

3 points. III H

**GER W 3510x****Weimar Cinema**

—A. Brauerhoch

3 points.

**GER W 3515****New German Cinema**

—A. Brauerhoch

3 points.

**GER W 4200y****German Intellectual History**

—W. Goetschel

3 points.

**GER W 4237y****The Culture of Memory**

—A. Huyssen

3 points. *Not offered in 1999-2000.*

**CPL BC 3102****Getting Personal: Autobiography, Psychoanalysis, and Feminist Theory**

—M. Levine

3 points. *Offered in 2000-2001.*

**CPL BC 3103****Holocaust Literature and Film: The Limits of Realism**

—M. Levine

3 points.

**CPL BC 3106****Genius and Madness**

—M. Levine

3 points. *Not offered in 1999-2000.*



## Study in Berlin

Berlin Consortium for German Studies

303 Lewisohn Hall. 854-2559

berlin@columbia.edu

World Wide Web: <http://www.columbia.edu/cu/ssp/berlin/>

Barnard College and Columbia University, in collaboration with John Hopkins University, Princeton University, the University of Chicago, the University of Pennsylvania, and Yale University, offer a program based at the Free University Berlin for students interested in German studies, whether literature, history, philosophy, or political science. Instruction is in German, and students with majors in all fields who have completed two, or preferably three or more, years of college German (or the equivalent) and who have a 3.0 GPA may apply. To assure validation of credits, students should work closely with their major advisers. Students may study in Berlin for an entire academic year or for the Spring semester only (Autumn only is not available). All students should discuss their proposed programs with their home college advisers and the Dean of Students prior to departure. A bulletin with more complete information about all aspects of the program and an application form are available in the Berlin Consortium Office.

### Academic-Year Program

Application deadline: March 1

### Spring Program

Application deadline: October 15

## COURSES OFFERED AT THE BERLIN CONSORTIUM FOR GERMAN STUDIES

Consult the *Berlin Consortium Bulletin* for a complete listing of courses available at the Free University Berlin. See sample below:

### *German I 3335-I 3336x and y*

#### **The German Language Practicum (3rd year)**

*Prerequisite: GER W 1201-W 1202 or the equivalent. The equivalent of GER W 3335x-W3336y.*  
6 points.

### *German I 4335-I 4336x and y*

#### **The German Language Practicum (Advanced Level)**

*Prerequisite: GER W 3335-W3336 or the equivalent.*  
6 points.

### *German Studies I 3991x-I 3992y*

#### **Selected Topics in German Studies**

x: Readings in the Cultural History of Berlin: Enlightenment to Modernism (1750-1914)

y: The Drama of Bertolt Brecht and the Theatre of Berlin During the Weimar Republic and Following World War II

3 points.

### *German Studies I 3997x-I 3998y*

#### **Supervised Study in the German University System**

9-15 points.

### *German Studies I 3999x and y*

#### **Supervised Tutorial/Research in the German University**

3-6 points.

**Professors:** Mark C. Carnes, Robert A. McCaughey, Rosalind N. Rosenberg (Chair)

**Associate Professors:** Herbert Sloan, Deborah Valenze, Nancy Woloch (Adjunct)

**Assistant Professors:** Lynette Jackson, Kathryn Johnson, Joel Kaye, Richard J. Lufrano, Lisa Tiersten, Lars Trägårdh, Ben Vinson III

Other officers of the University offering courses in History:

**Professors:** Roger S. Bagnall, Alan Brinkley, Richard Bulliet, Richard Bushman, Caroline Bynum, David Cannadine, Istvan Deák, Barbara Fields, Eric Foner, Carol Gluck, Arthur Goren, Victoria de Grazia, Leopold H. Haimson, William V. Harris, Martha Howell, Kenneth Jackson, Ira Katznelson, Herbert S. Klein, Gari K. Ledyard, Hollis R. Lynch, Edward Malefakis, Manning Marable, Robert O. Paxton, Eugene Rice, David J. Rothman, Simon Schama, James P. Shenton, J.W. Smit, Henry Smith, Robert Somerville, Michael Stanislawski, Nancy Leys Stepan, Fritz Stern, H. Paul Varley, Isser Woloch, Richard Wortman, Marcia Wright, Yosef H. Yerushalmi, Madeleine Zelin

**Associate Professors:** Richard Billows, Elizabeth Blackmar, Joshua Freeman, Atina Grossman, Robert Hymes, Ayesha Jalal, Deborah Levenson-Estrada, Mohamed Mbodj, Marc Van de Mieroop, Mark von Hagen

**Assistant Professors:** David Armitage, Mahmud Haddad, Winston James, Silvana Patriarca, James Rives, Daryl Scott, Anders Stephanson

History, which includes the whole of human experience, helps us understand ourselves in the context of our own times and traditions through the study of times and traditions different from our own. It provides perspective on the present through examination of change and continuity in the development of our political, economic, social, religious, and cultural ideas and institutions. History means not only the record of the past but also the discipline of investigation and interpretation of the past. There is no one way of doing history, but doing history necessarily involves the collection and evaluation of various types of evidence—quantitative as well as qualitative—from primary sources. The study of history, which develops habits of critical thinking and effective writing, should be of value not only to undergraduates who intend to pursue advanced degrees in the field, but also to all students interested in exploring the diversity and complexity of the human past and in improving their analytical and expository skills.

Barnard history courses are numbered according to the following scheme of classification:

1000-level: introductory lecture courses

3000-level: advanced lecture courses

3400-level: seminars

3700-level: senior research seminars

3900-level: independent research seminars

Lecture courses are defined more broadly—chronologically, geographically, thematically—than seminars, which characteristically involve reading and discussion of primary and secondary sources on more specialized subjects. Students must apply for admission to seminars by filling out forms available in the departmental office. For Autumn and Spring seminar application deadlines, be sure to check with the History Department office, x42159.

Students should consult the Columbia College catalogue for full descriptions of Columbia history courses and for regulations concerning enrollment in these courses. Application forms for Columbia seminars, due by the deadlines mentioned above, are available in 611 Fayerweather and in 415 Lehman. Certain Columbia graduate (“G”) courses are open to qualified history majors with the approval of the Barnard chair and the Columbia instructor. For course descriptions, see the *Bulletin of the Graduate School of Arts and Sciences*.



# HISTORY

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Students will receive six points of College credit for a score of 5 and three points of credit for a score of 4 on the Advanced Placement Examination in American or European history. These credits are not counted toward the history major.

## REQUIREMENTS FOR THE MAJOR

Students who intend to major in history should consult a member of the department in their sophomore year to plan their academic programs.

The history major requires a minimum of eleven courses, eight in the area of concentration and three outside the area of concentration. The three principal areas of concentration are European, American, and Asian history, but majors may, in consultation with their advisers and with the approval of the chair, concentrate in some other field, such as ancient, medieval, Jewish, or African history. The eleven required courses must include:

1. Three introductory courses (i.e., 1000-level courses or their equivalent). Two of the introductory courses must be taken in the field of concentration. Students with AP credits may substitute an advanced course(s) for introductory course(s), although AP credits may not be counted toward the eleven required courses.
2. Two seminars
3. The two-semester senior research seminar (HIS BC 3793-3794). The Senior Thesis must be taken in sequence over two semesters, beginning in the Autumn and continuing through the Spring.

Majors may, with the approval of their advisers, take two of their eleven courses outside the department, provided that such courses are closely related to their concentrations. American Studies seminars may be substituted for History seminars.

### SENIOR RESEARCH SEMINAR

The senior research seminar, in which students write their senior essays (30-50 pages), represents the culmination of the undergraduate history major. Students should discuss tentative topics with their advisers by the end of the junior year. Halfway through the first semester of the senior year students must submit a formal prospectus defining the problem under investigation, outlining the issues involved, and identifying the primary and secondary sources to be consulted. They must draft part of the essay by the end of the Autumn semester, then complete their research and writing in the Spring.

## REQUIREMENTS FOR THE MINOR

The minor in history requires five courses, four in an area of concentration and one outside the area of concentration. The five courses must include one seminar. Students planning to minor in history should consult the department chair.

For related majors see: **American Studies**, page 67; **European Studies**, page 201. See our website: <http://www.barnard.columbia.edu/dept/history>

## COURSES OF INSTRUCTION

### LECTURES: ANCIENT, MEDIEVAL, JEWISH, AND MODERN EUROPEAN HISTORY *HIS BC 1004x*

#### **Introduction to Later Middle Ages: 1050-1450**

Social environment, political, and religious institutions, and the main intellectual currents of the Latin West studied through primary sources and modern historical writings. —J. Kaye

3 points. MW 2:40–3:55

III S



**HIS BC 1011x****Introduction to European History: Renaissance to French Revolution**

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment. —D. Valenze

3 points. TuTh 1:10–2:25

III S

**HIS BC 1012y****Introduction to European History: French Revolution to the Present**

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism. —Instructor TBA

3 points. MW 2:40–3:55

III S

**HIS BC 3005x****Nationalism in Modern Europe**

A comparative investigation of nationalism in modern Europe, in both its benign and lethal forms, from Lillehammer, Norway to Sarajevo, Bosnia. Examines the search for national identity, community, and solidarity, along with its darker counterparts: xenophobia, racism, ethnic cleansing, the Holocaust. —L. Trägårdh

3 points. TuTh 10:35–11:50

III S

**HIS BC 3026y****Medieval Intellectual Life, 1050-1400**

The development over three centuries of a language of the heart, of the intellect, and of the polity. Primary readings in devotional and courtly literature, university speculation, and political thought, discussed in their historical and cultural contexts. —J. Kaye

3 points. MW 1:10–2:25

III S

**HIS BC 3038y****European Women in the Age of Revolution, 1700-1890**

An exploration of the origins of the “modern” European woman: changing political and legal definitions of women; new concepts of women’s work and authority during industrialization; women’s involvement in religion and reform; emergence of socialist and feminist critiques of 19th-century womanhood. —D. Valenze

3 points. TuTh 1:10–2:25

III S

**HIS BC 3039x****Colonial Encounters: Europe and the Culture of Empire**

The shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism. —L. Tiersten

3 points. Not offered in 1999-2000.

III S

**HIS BC 3041y****Crime and Punishment in Modern Europe**

The comparative social, political, and cultural history of crime, policing, and punishment in modern Europe from 1500 to the present day. Historical literature as well as novels, films, and works of criminology will be used to explore the institutions, practices, and politics that have constituted the modern disciplinary system. —L. Tiersten

3 points. Not offered in 1999-2000.

III S

**HIS W 1004y****Ancient History of Egypt**

—M. Van de Mieroop

3 points.

II S

# HISTORY

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<i>HIS W 1005x</i> Survey of Ancient Greek History, 800-146 B.C.E. —R. Billows 3 points.	III S
<i>HIS W 1006y</i> The Romans, 754 B.C.-565 A.D. —W. Harris 3 points.	III S
<i>HIS W 1151x</i> European History Since 1789 —V. de Grazia 3 points.	III S
<i>HIS W 3150y</i> World War II —E. Foner 3 points.	III S
<i>HIS W 3205x</i> European Society and Politics, 1850-1914 —S. Patriarca 3 points.	III S
<i>HIS W 3207y</i> European Politics and Society Since 1945 —V. de Grazia 3 points.	III S
<i>HIS W 3222y</i> Britain and the World, 1453-1707 —D. Armitage 3 points.	III S
<i>HIS W 3513x</i> Anti-Judaism and Anti-Semitism in Historical Perspective —Y. Yerushalmi 3 points.	II S
<i>HIS W 3577y</i> History of Israel, 1948-Present —M. Stanislawski 3 points.	II S

**SEMINARS: ANCIENT, MEDIEVAL, JEWISH, AND MODERN EUROPEAN HISTORY**

All seminars require permission of the instructor. Enrollment is limited to 15.

<i>HIS BC 3400y</i> Introduction to Historical Theory and Method A writing-intensive introduction to modern historical theories and methods. Emphasis on the critical reading of a wide range of primary and secondary historical sources. —J. Kaye <i>Recommended for, but not limited, to new history majors.</i> 4 points. TuTh 2:10–3:55	III S
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<i>HIS BC 3410y</i> The City in Europe A social history of the city in Europe from early modern times; the economic, political, and intellectual	
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forces influencing the growth of Paris, London, Vienna, and other urban centers. —D. Valenze  
4 points. Not offered in 1999-2000.

III S

#### **HIS BC 3412x**

##### **Medieval Economic Life and Thought ca. 1000-1500**

Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith. —J. Kaye

4 points. TuTh 2:10–3:55

III S

#### **HIS BC 3416y**

##### **Medieval Science and Society**

The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools. —J. Kaye

4 points. Not offered in 1999-2000.

III S

#### **HIS BC 3429y**

##### **Consumer Culture in Modern Europe**

The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images. —L. Tiersten

4 points. Not offered in 1999-2000.

III S

#### **HIS BC 3433x**

##### **European Welfare State and the Family: 1919-1980**

The history of the family and family policy in 20th-century Europe in the context of the emerging welfare state. Themes will include the patriarchal family, the emancipation of women, the rights and protection of children, family values versus individual rights, and the state versus civil society. —L. Trägårdh

4 points. W 6:10–8:00

III S

#### **HIS BC 3442y**

##### **The Politics of Leisure in Modern Europe**

Transformations in the culture of leisure from the onset of industrialization to the present day. Relations between elite and popular culture and the changing relationship between the work world and the world of leisure will be among the topics considered in such settings as the department store, the pub, the cinema, and the tourist resort. —L. Tiersten

4 points. Not offered in 1999-2000.

III S

#### **HIS BC 3445y**

##### **Poverty and the Social Order in Europe**

Historical study of poverty and social formations from the late Middle Ages to the 20th century. Topics include institutional responses to vagrancy in the 17th century; religion and the rise of capitalism; crime and the poor; philanthropy and the state; and motherhood and poverty. —D. Valenze

4 points. W 2:10–4:00

III S

#### **HIS BC 3791x-3792y**

##### **Senior Research Seminar**

Individual research and writing in medieval, early modern, and modern European history. See Requirements for the Major for details. —Staff

4 points. W 4:10–6:00

#### **HIS W 3759y**

##### **Religious Dissent in the Roman Empire**

—J. Rives

4 points.

II S



HISTORY

<i>HIS W 3795y</i> Society and Politics in the Gilded Age —E. Blackmar 4 points.	III S
<i>HIS W 3802y</i> The Hellenistic World —R. Bagnall 4 points.	II S
<i>HIS W 3856y</i> Medieval Religious Thought and Practice —C. Bynum 4 points.	III S
<i>HIS W 3867y</i> The Brutalization of Europe in Thought and Practice, 1900-1989 —F. Stern 4 points.	III S
<i>HIS W 3913x</i> The Destruction of a Republic: Roman History in the Age of Caesar and Augustus —W. Harris 4 points.	III S
<i>HIS W 3990y</i> Gender and Work in Modern Europe —S. Patriarca 4 points.	III S
<i>HIS W 3922x</i> The French Revolution —I. Woloch 4 points.	III S
<i>HIS W 3967y</i> Personality and Society in 19th-Century Russian Thought —R. Wortman 4 points.	III S
<i>HIS W 3978x</i> America in Europe, 1920-1990 —V. de Grazia 4 points.	III S
<i>HIS W 3989x</i> Hasidism —M. Stanislawski 4 points.	III S

LECTURES: AMERICAN HISTORY

<i>HIS BC 1051x</i> Survey of American Civilization to the Civil War The major theological and social concerns of 17th-century English colonists; the political and ideological process of defining an American; the social and economic forces that shaped a distinctive national identity; the nature of the regional conflicts that culminated in civil war. —H. Sloan 3 points. MW 2:40–3:55	III S
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**HIS BC 1052y****Survey of American Civilization Since the Civil War**

The major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post-World War II developments. —R. Rosenberg

3 points. TuTh 2:40–3:55

III S

**HIS BC 3052y****The Constitution in Historical Perspective**

The development of constitutional doctrine, 1787 to the present. The Constitution as an experiment in Republicanism; states' rights and the Civil War amendments; freedom of contract and its opponents; the emergence of civil liberties; New Deal intervention and the crisis of the Court; and the challenge of civil rights. —H. Sloan

3 points. Not offered in 1999-2000.

III S

**HIS BC 3067y****America Since 1945**

A consideration of the Cold War, containment, and the atomic bomb; McCarthyism; the Civil Rights movement; the Vietnam War; student unrest and the counterculture; and the response to the 1960s. Emphasis on relation between domestic and foreign affairs. —M. Carnes

3 points. Not offered in 1999-2000.

III S

**HIS BC 3068y****American Sports History**

The development of American sports in the 19th and 20th centuries: including the relationship between sport and American national identity; sports' impact on ideas about gender roles; the impact of industrialization and urbanization; and the importance of race and class in shaping sports culture. —K. Johnson

*Prerequisite: HIS BC 1052 or its equivalent recommended.*

3 points. MW 11:00–12:15

III S

**HIS BC 3070x****Modern American Social Movements**

Major American social movements after World War II, including: civil rights, anti-war protests, women's rights, fundamentalism, gay and lesbian rights, and environmentalism. Examines the actions, rhetoric, and impact of these major movements; the connection between grassroots efforts and national legal and political change; and the shifts from "rights revolution" to identity politics. —K. Johnson

*Prerequisite: HIS BC 1052 or its equivalent recommended.*

3 points. MW 11:00–12:15

III S

**HIS BC 3072x****Catholics and the American Experience**

Survey of the history of Roman Catholicism—the Church and its people—in the United States. Special topics include: relationship between faith and ethnic identity, popular devotions and the role of ritual, development of parochial schools, the impact of Vatican II, and the changing roles of women. —K. Johnson

3 points. Not offered in 1999-2000.

III S

**ASH BC 3002y****Approaches to American Culture, 1607-1865**

An interdisciplinary consideration of early American culture, combining traditional approaches of literary, historical, environmental and material-culture studies with the intertextual thrust of the "new" American Studies. Draws extensively upon resources available electronically and locally throughout New York City. —L. Gordis

3 points.

III S

**HIS BC 3082x****American Women in the 20th Century**

A consideration of women's changing place in modern America; the "family claim"; women in the

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workplace; educational expansion; the battle for suffrage; social reformers; the sexual revolution; women in the professions; the crisis of depression and war; the feminine mystique; and the new feminism. —R. Rosenberg  
3 points. TuTh 2:40–3:55 III S

**HIS BC 3083x**  
**American Intellectual History to the Civil War**  
3 points. Not offered in 1999-2000. III S

**HIS BC 3084y**  
**American Intellectual History Since 1865**  
An examination of the major ideas engaging American intellectuals from Appomattox to the present, with special attention to their institutional settings. Topics include Darwinism, the rise of the professoriate, intellectual progressivism, inter-war revisionism, Cold War liberalism, and neo-conservatism. —R. McCaughey  
3 points. TuTh 10:35–11:50 III S

**HIS W 1109x**  
**U.S. History Since 1789**  
—R. Bushman  
3 points. III S

**HIS W 3121x**  
**U.S. in the Era of Slavery and Democracy**  
—E. Foner  
3 points. III S

**HIS W 3620x**  
**America 1890-1918: The Progressive Era**  
—A. Brinkley  
3 points. III S

**HIS W 3643y**  
**Slavery and Slave Resistance in the Americas**  
—W. James  
3 points. III S

**HIS W 3651y**  
**America Since 1945**  
—A. Brinkley  
3 points. III S

**HIS W 3660x**  
**Harlem: A Social and Cultural History**  
—W. James  
3 points. III S

**HIS W 3004y**  
**African-American History Since 1865**  
—D. Scott  
3 points. III S

**HIS W 3115x**  
**History of Women in America, 1776-1919**  
—E. Blackmar  
3 points. III S

**HIS W 3122y**  
**America in the Era of Civil War and Reconstruction**  
—B. Fields  
3 points. III S



**HIS W 3548y**  
**American Jewish History**

—A. Goren

3 points.

III S

**HIS W 3648x**  
**History of the South**

—B. Fields

3 points.

III S

**SEMINARS: AMERICAN HISTORY**

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required.

**HIS BC 2001y**  
**Reacting to the Past**

Introduction to the past, by asking students to relive and rethink specific moments: Rousseau and revolution in France; Nietzsche, Marx, and German Socialism in 1914; Christianity and the Taiping Rebellion; and Freud, Friedan, and the Equal Rights Amendment campaign of the 1970s. —M. Carnes  
*Prerequisite: First-Year Seminar.*

4 points. Sec.1 MW 11:00–12:15

I S

Sec.2 MW 2:40–3:55

**HIS BC 3452x**  
**Origins of the Constitution**

An examination of the creation of the Constitution; consequences of independence; ideological foundations; the Articles of Confederation and the Critical Period; the nationalist movement and the Convention; anti-federalism and ratification; and the Bill of Rights. Readings from selected secondary and primary sources, including *The Federalist*. —H. Sloan

4 points. Not offered in 1999-2000.

III S

**HIS BC 3460y**  
**Progressive Women: 1890-1920**

An exploration of women's activism in public life and social reform. Topics include separatism, institution-founding, the college experience, women's professions, the settlement movement, trade unionism, suffragism, pre-war radicalism, social feminism, and utopian feminism. —N. Woloch

4 points. Not offered in 1999-2000.

III S

**HIS BC 3463y**  
**American Women in the 1920s**

An exploration of women's lives from World War I to the Great Crash. Topics include women's politics, domestic roles, the female work force, collegiate life, the new morality, flaming youth, women in the Harlem Renaissance, women's literature, and the paradox of modern feminism. —N. Woloch

4 points. Not offered in 1999-2000.

III S

**HIS BC 3464x**  
**Higher Learning in America**

An examination of the history of American colleges and universities from the colonies to the present; special emphasis on the evolving relationship between academic institutions and the political and social orders. —R. McCaughey

4 points. W 4:10–6:00

III S

**ASH BC 3401x**  
**Colloquium in American Studies**

Colloquium—see American Studies for description.

—K. Johnson

4 points. TuTh 10:35–11:50

III S

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## **HIS BC 3461x**

### **Education in American History**

A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility. —N. Woloch  
4 points. Not offered in 1999-2000. III S

## **HIS W 3740y**

### **Telling About the South**

—B. Fields

4 points. III S

## **HIS BC 3472y**

### **America in the 1950s**

An examination of social cultural and political events of the 1950s. Special focus on the development of youth culture, the interplay between politics and culture, family life, sexuality, and gender roles, the struggle for equality and civil rights, and the role of television and Hollywood in creating cultural forms. —K. Johnson

Preregistration. Limited to 16 students.

4 points. M 4:10–6:00 III S

## **HIS BC 3487x**

### **Approached by Sea: Early American Maritime Culture**

The Atlantic Ocean in the sighting, settling, and formation of three American colonial cultures; the early U.S. as an international maritime presence; and the decline of the Atlantic in the material and imaginative development of mid-19th-century America. Approach will be interdisciplinary and will use the Internet. —R. McCaughey

3 points. Not offered in 1999-2000. III S

## **HIS BC 3489x**

### **The Fourteenth Amendment and Its Uses**

The role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states' rights. —R. Rosenberg

4 points. W 2:10–4:00 III S

## **HIS BC 3791x-3792y**

### **Senior Research Seminar**

Individually guided research in diverse aspects of American history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details. —Staff

Open to senior majors, and to others by permission of the instructor.

4 points. W 4:10–6:00 III S

## **HIS W 3818x**

### **History of the American University**

—S. Lederman

4 points. III S

## **HIS W 3889y**

### **Research Seminar in Afro-American History**

—S. Patriarca

4 points. III S

## **HIS W 3894x**

### **Race and Color in the Americas**

—W. James

4 points. III S

**AAC C 3936y****Black Intellectuals**

—M. Marable

4 points.

III S

**HIS W 3939x****Ethnicity in 20th-Century America**

—A. Goren

4 points.

III S

**LECTURES: ASIAN, LATIN AMERICAN, AND AFRICAN HISTORY****HIS BC 1016y****Conceptualizing Race in Latin America**

An exploration of the ways in which discussions about race and race mixing have affected the formation of state and society in Latin America, from the colonial era to the 20th century. Particular attention will be given to African-based populations. —B. Vinson

3 points. TuTh 1:10–2:25

I S

**HIS BC 1030y****Twentieth-Century South Africa**

History of Mozambique, Angola, Namibia, and Zimbabwe from the 1500s to the present. Explores pre-colonial structures, material cultures, impact of slavery and South African regional hegemony, new nations and identities, migrant cultures and economies, invented traditions, liberation movements, U.S. Southern African policy, post-colonialism, and the new imperialism. —L. Jackson

3 points. TuTh 10:35–11:50

II S

**HIS BC 3042x****Mexico: From Colony to Nation**

A survey of Mexican colonial history, leading to discussions about the formation of the nation-state in the 19th century. Emphasis on the distinctiveness of the Mexican case in relation to the broader trends of colonial and 19th-century Latin American historiography. —B. Vinson

3 points. TuTh 1:10–2:25

I S

**HIS BC 3090x****Women, Gender, and Power in African History**

3 points. Not offered in 1999-2000.

II S

**PAS BC 3004x****Introduction to African Civilizations**

See Pan-African Studies for description.

—L. Jackson

3 points. TuTh 10:35–11:50

II S

**AHH C 1020y****African Civilizations**

—M. Mbodj

3 points.

II S

**HIS W 3005x****Main Currents in African History**

—M. Mbodj

3 points.

II S

**HIS W 3718y****Nation, Race, and Empire in East Asia**

—C. Armstrong

3 points.

II S



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## **HIS W 3724x** **20th-Century Korea**

—C. Armstrong

3 points.

II S

## **SEMINARS: ASIAN, LATIN AMERICAN, AND AFRICAN HISTORY**

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required. See under Asian and Middle Eastern Cultures for additional courses.

### **HIS BC 3434x**

#### **Memory, Orality, and African History**

Modern African history through critical analysis of oral historical texts. Topics include: nation building, ritual, war and conquest, the rise of capitalism, labor migrancy, changing gender roles, resistance, and the politics of liberation.

*Students will produce an oral history.*

4 points. Not offered in 1999-2000.

III S

### **HIS BC 3447x**

#### **Topics of Race in Latin America: The Black Experience**

An examination of the black presence in Latin America, focusing on Columbia, Brazil, Cuba, Nicaragua, Puerto Rico, and Venezuela. Emphasis on the 19th and 20th centuries. —B. Vinson

*Prerequisite: Permission of the instructor.*

4 points. W 2:10–4:00

### **HIS BC 3436y**

#### **The Politics of Gender and Sexuality in Africa**

Explores topics in the history and politics of gender and sexuality in Africa. Using social and cultural theory, oral and social history, and (auto)biography and documentary evidence, examines the changing and gendered nature of patriarchy, capitalism, slavery, production and reproduction, public and private spheres, nationalism, and struggles for liberation. —L. Jackson

4 points. Th 4:10–6:00

II S

### **PAS BC 3100x**

#### **Medicine and Power in African History**

Examines medical discourse and practice in Africa, emphasizing relationships between power and medical knowledge. Topics include: African therapeutic systems, African conjurers in the New World, medicine and imperialism, representing “the sick African,” the professionalization of traditional healers, and the politics of AIDS in contemporary Africa. —L. Jackson

4 points. Th 4:10–6:00

II S

### **HIS BC 3471y**

#### **Family Social History in Latin America**

An examination of the role of the “Latin American Family” in the colonial period, the 19th and 20th centuries, with special attention to the contrasting themes of patriarchal dominance and matriarchy, strong extended families and large nuclear families, poverty, and wealth. Primary emphasis will be on Mexico. —B. Vinson

*Preregistration and permission of instructor.*

4 points. W 2:10–4:00

III S

### **PAS BC 3101y**

#### **Black Nationalisms in Africa and the African Diaspora**

See Pan-African Studies for description.

—L. Jackson

4 points.

I S

<b>HIS BC 3799x, y</b> <b>Independent Study</b> —Staff 4 points.	S
<b>HIS W 3820x</b> <b>Senior Seminar on Modern Arab Nationalism</b> —M. Haddad 4 points.	II S
<b>HIS W 3916y</b> <b>Colonialism Through African Eyes</b> —M. Mbodj 4 points.	II S
<b>HIS W 3995</b> <b>Decolonization in South Asia</b> —A. Jalal 4 points.	II S

OTHER OFFERINGS

Full description of courses of interest to students of history offered by Barnard faculty can be found elsewhere in this catalogue under the department or interdisciplinary program in which the course is offered. For Columbia graduate history lecture courses open to undergraduates (“4000 level”) and courses jointly sponsored with other Columbia departments, see the *Columbia University Bulletin*.

COURSES OFFERED AT REID HALL IN PARIS

The following courses are offered in Paris. Additional information about the programs is available in 203 Lewisohn Hall or <http://ce.columbia.edu/paris/>

<b>History H 2503x, y</b> <b>Introduction to French Civilization and Culture</b> —G. Gosselin 3 points.	S
<b>History-Political Science H 3240x, y</b> <b>The State and Political Life in France from the Revolution to the Present</b> —A. Chebel-d’Appollia 3 points.	S
<b>History-Political Science H 3260y</b> <b>The French Intellectual and France in Crisis: From the Dreyfus Case to May 1968</b> —C. Prochasson 3 points.	S
<b>History H 3460x, y</b> <b>Intellectual and Social History of Paris</b> —Instructor TBA 3 points.	S

**Visiting Associate Professor:** Ernesto Livorni

**Senior Associate:** Daniela Noè (Language Coordinator)

Other officers of the University offering courses in Italian:

**Professors:** Teodolinda Barolini, Luciano Rebay

**Visiting Professor:** Pellegrino D'Acerno

**Associate Professor:** Jo Ann Cavallo

**Assistant Professors:** Nelson Moe, Massimo Pesaresi

**Lecturers:** Mario Bellati, Maria Luisa Gozzi, Giuseppe Trapanese

Undergraduate instruction in Italian has long been fully and successfully integrated among the various undergraduate schools—Barnard College, Columbia College, and the School of General Studies. All courses are open to Barnard students. For students who have studied other foreign languages and can acquire by intensive study the equivalent of two full years of Italian, the comprehensive elementary and intermediate course is recommended. The advanced Italian course, though part of the requirement for a major in Italian, is open to all qualified students whose main goal is to improve their competence in the language as distinct from its literature.

A major in Italian offers the advantages of closely supervised work for a small number of students. Through the seminar in Italian literature, the major can study in a chosen area under the experienced guidance of a specialist.

The courses given in English have no prerequisites and are open to students majoring in other departments who nevertheless wish to study Italian literature.

The Barnard Italian office is located in 316 Milbank, and the Columbia department is housed in 502 Hamilton.

Graduate courses are open to qualified students with permission of the instructor.

## REQUIREMENTS FOR THE MAJOR

The courses in Italian are designed to develop proficiency in all the language skills and to present the literary and cultural traditions of Italy. The program of study is to be planned as early as possible.

The following courses are required unless advanced standing is attained by the Department placement examination:

ITA V 1101-V 1102                      *Elementary Full-Year Course*

ITA V 1201-V 1202                      *Intermediate Course*

Ten courses are required for the major, including:

ITA V 3333-V 3334                      *Introduction to Italian Literature*

ITA V 3335-V 3336                      *Italian Written and Oral Style*

ITA V 3993 x or y                      *Seminar in Italian Literature*

plus at least five more courses in Italian numbered above ITA W 1312.

## REQUIREMENTS FOR THE MINOR

A minimum of five courses is required for the minor, to be selected from courses including and numbered above ITA V 3333-V 3334.

### Language Requirement

The language requirement can be fulfilled with ITA V 1101-V 1102 and V 1201-V 1202 (or their equivalents). Students who have taken courses in Italian elsewhere (whether in



high school, in college, or both) but not at Barnard or Columbia must take the Italian placement test before registering for any Italian course. The test is given during the preregistration period in 502 Hamilton.

## COURSES OF INSTRUCTION

### **ITA V 1101x-V 1102y**

#### **Elementary Full-Year Italian**

Integral course for beginners with intensive oral-aural drill; reading, translation, conversation. No credit is given for V 1101 until V 1102 has been completed. —D. Noè and staff

*Enrollment limited to 20 students per section.*

*4 points.*

### **ITA F 1101x-F 1102y**

#### **Elementary Full-Year Italian**

—Staff

*4 points.*

### **ITA F 1102x, F 1101y**

#### **Elementary Full-Year Italian**

—G. Trapanese and staff

*4 points.*

### **ITA W 1111x, W 1112y**

#### **Elementary Conversation**

Intensive practice in pronunciation, vocabulary, reading aloud, comprehension of the spoken language, and conversation. —M.L. Gozzi, M. Bellati

*Prerequisite for W 1112: W 1111 or the equivalent, or sufficient fluency to satisfy the instructor.*

*Conversation courses may not be used to satisfy the language requirement.*

*2 points.*

### **ITA V 1121y**

#### **Intensive Elementary Italian**

No previous knowledge of Italian required. May be used in partial fulfillment of the language requirement. An integral course with oral-aural practice, reading, translation, and conversation, this course covers two semesters of elementary Italian in one. —M. L. Gozzi

*Recommended parallel: ITAL V 1102. Limited enrollment.*

*6 points.*

### **ITA V 1201x-V 1202y**

#### **Intermediate Italian**

Review of the essentials of grammar; intensive and extensive reading, particularly from contemporary authors; translation, composition, and practice in conversation. —D. Noé and staff

*Prerequisite: V/F 1102 or the equivalent. Enrollment limited to 20 students per section.*

*4 points.*

### **ITA F 1201x-F 1202y**

#### **Intermediate Italian**

—G. Trapanese and staff

*Prerequisite: V/F 1102 or the equivalent.*

*4 points.*

### **ITA F 1202x-F 1201y**

#### **Intermediate Italian**

—Staff

*Prerequisite: V/F 1201 (or 1202), V/F 1102 or 1201, or the equivalent.*

*4 points.*

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## **ITA W 1221x, W 1222y**

### **Intermediate Conversation**

Intensive practice in the spoken language, assigned topics for class discussions, and oral reports.

—M. Bellati

*Conversation courses may not be used to satisfy the language requirement. Prerequisite: ITA W 1112 or sufficient fluency to satisfy the instructor.*

2 points.

## **ITA V 1301x-V 1302y**

### **Comprehensive Elementary and Intermediate Italian**

Recommended for students who have studied other foreign languages and can acquire by intensive study the equivalent of two full years of work in elementary and intermediate Italian grammar with stress on reading and conversing. —G. Trapanese

*This may not be used to satisfy the language requirement. Students must receive permission to register from the department in 502 Hamilton.*

4 points.

## **ITA W 1311x, 1312y**

### **Advanced Conversation**

Practice in the spoken language through assigned topics on contemporary Italian culture. —M.L. Gozzi

*Conversation courses may not be used to satisfy the language requirement.*

*Prerequisite: ITA W 1222 or permission of the instructor.*

2 points.

## **ITA V 3335x, V 3336y**

### **Advanced Italian**

Written and oral self-expression in Italian; brief papers, translations, and oral reports on a variety of topics; grammar review. —D. Noè, E. Livorni

*Prerequisite: V 1201-1202 or the equivalent.*

3 points.

## **LITERATURE COURSES**

For non-majors, the literature courses listed below will count toward the distribution requirement.

## **ITA V 3227y**

### **Contemporary Italian Women Writers**

Works by contemporary Italian women writers from the 1950s to the 1990s studied through commentary by American and Italian critics and philosophers. —D. Noè

*Primary readings in lectures in Italian; some critical and theoretical works in English. Prerequisite: two years of college-level Italian or the equivalent.*

3 points. Offered Spring 2000.

III H

## **ITA V 3230y**

### **The Italian Novella in the Middle Ages and the Renaissance**

A study of the origins and development of the Italian novella as literary genre. Readings include selections from Boccaccio's *Decameron* and other 15th- and 16th-century novella writers. —E. Livorni

3 points. Taught in Italian.

III H

## **ITA V 3333x, V 3334y**

### **Introduction to Italian Literature**

Introduction to literary theory and problems and to in-depth textual analysis. Authors and works from the 13th century to the present; the basic course in Italian literature. —E. Livorni, L. Rebay

*Prerequisite: V 1201-V 1202 or the equivalent.*

3 points.

III H

**ITA V 3449y****Modern Italian Literature**

Nineteenth- and 20th-century prose and poetry. Texts read in the original. Lectures and class discussions in both Italian and English. —L. Rebay

*Prerequisite:* ITA V 1202 or F 1202 or the equivalent.

3 points. Not offered in 1999–2000.

III H

**ITA V 3468****Italian Poetry from St. Francis of Assisi to the Dolce Stil Nuovo**

*Prerequisite:* ITA F 1202 or V 1202 or the equivalent, or sufficient knowledge of the language to follow readings with the aid of translations.

3 points.

III H

**ITA V 3635x****Italian Renaissance Literature and Culture**

Key texts of the period with an emphasis on Florentine literature and culture of the 15th and early 16th centuries. Topics include literary criticism and art theory in the light of Florentine civic humanism, popular and courtly chivalric poetry, theology and philosophy, and politics. Lectures in English, texts in Italian. —Instructor TBA

*Prerequisite:* ITA F 1202 or V 1202, or the equivalent.

3 points.

III H

**ITA V 3642y****Contemporary Italian Arts: Italian Film (in English)**

Survey of representative films from the Neorealist period to the 1980s. Screening of films by Rossellini, DeSica, Visconti, Fellini, Antonioni, Bertolucci, and other major directors. —N. Moe

*Film fee of \$50 to be paid upon registration.*

3 points.

III H

**ITA V 3650x or y****Italian Theatre Practicum**

Study and in-depth discussion of a major Italian play that will be performed collectively at the conclusion of the semester. Particular attention to grammar, pronunciation, meaning of the play, character exploration, and acting techniques. Classes and conversations are conducted in Italian. Course may be repeated for credit; content varies. —V. Capotorto

3 points. *This course does not count toward the major.*

**ITA V 3891x****Dante, La Divina Commedia**

An introduction to the *Divine Comedy*, with emphasis on textual analysis and the appreciation of Dante's masterwork as a poetic text. Readings and lectures in Italian; class discussion and written assignments in either English or Italian. —L. Rebay

*Prerequisite:* Two years of college-level Italian or the equivalent.

3 points.

III H

**ITA V 3993x, y****Seminar in Italian Literature**

*Required of students with a major or concentration in Italian. Open to other qualified students with permission of departmental representative.*

—T. Barolini, J. Cavallo, N. Moe, M. Pesaresi, L. Rebay

H

**ITA W 4000x****Stylistics**

Students read short texts, analyze the anatomy of an Italian essay, observe and practice sophisticated sentence structures, solidify their knowledge and usage of Italian grammar, and expand their vocabulary. After discussing and analyzing examples of contemporary prose, students integrate the structures



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and vocabulary they have acquired into their own writing. —D. Noé

*Prerequisite: Italian V 3336 or the equivalent.*

3 points.

III H

## ITA W 4051y

### Ideology and Politics in Italian Renaissance Literature

Moves from political and historical to literary texts, examining each author's perspective on the sociopolitical issues that dominated Italian Renaissance culture. Major authors (e.g., L.B. Alberti, Guicciardini, Ariosto) will be read alongside lesser known ones. —J. Cavallo

3 points.

III H

## ITA W 4130

### Aesthetics of the Obscene: the Poetry of Carlo Porta and Giuseppe Gioachino Belli

—L. Rebay

3 points.

III H

## ITA W 4150

### Notturmo Italiano: 19th- and 20th-Century Italian Mystery Tale

Focus on a little-known genre of modern Italian literature. The works of several writers, both major and minor. Comparisons with the tradition of the mystery tale in other European literatures. —M. Pesaresi

3 points.

III H

## ITA W 4091x-W4092y

### Dante's *Divina Commedia*

A one-year course in which the *Commedia* is read over two consecutive semesters for a thorough grounding in the entire text and an introduction to the complexities of its exegetical history.

Particular attention is given to Dante's mimesis, his construction of an authorial voice that generations of readers have perceived as "true." —T. Barolini

*Prerequisite: ITA V 1202 or F 1202, or the equivalent.*

3 points. Not offered in 1999-2000.

III H

## ITA W 4502x

### Italian Cultural Studies I: From Unification to World War I

An interdisciplinary study of Italian culture from the years of unification (1860) to the outbreak of World War I. —N. Moe

3 points.

III H

## ITA W 4503y

### Italian Cultural Studies II: From World War I to Present

An interdisciplinary study of Italian culture from World War I to the present. —N. Moe

3 points.

III H

For additional offerings, and graduate courses open to undergraduate students with permission of the instructor, please contact the Italian Department at Columbia.

## ITA G 4725x

### Pirandello

Pirandello's narrative and theoretical works as a background to his theoretical production; his place in the development of the European theatre. —E. Livorni

3 points. W 2:10-4:00

III H

This program is supervised by the Committee on Jewish Studies:

**Ingeborg Rennert Professor of Jewish Studies:** Alan F. Segal (Director)

**Professor of Sociology:** Jonathan Rieder

**Associate Professor of German:** Michael Levine

**Associate Professor of History:** Deborah Valenze

**Other Officers of the University:**

Yosef Yerushalmi, Salo Wittmayer Baron, Professor of Jewish History, Culture and Society (History); Michael Stanislawski, Nathan Miller, Professor of Jewish History (History); Arthur A. Goren, Russell Knapp, Professor of American Jewish History (History); Eliot Wolfson, Adjunct Professor (History); David Halivni, Lucius N. Littauer, Professor of Classical Jewish Civilization (Religion); Susan Shapiro, Assistant Professor (Religion); David Shatz, Adjunct Professor (Religion); Dan Miron, Leonard Kaye, Professor of Hebrew and Comparative Literature (Middle East and Asian Languages and Cultures); Ruth Raphaeli, Senior Lecturer of Hebrew Language (Middle East and Asian Languages and Cultures); Tamar Ben-Vered, Lecturer of Hebrew Language (Middle East and Asian Languages and Cultures); Reeva Simon, Assistant Director (Middle East Institute); Miriam Hoffman, Lecturer in Yiddish (Germanic Languages)

The program in Jewish Studies enables undergraduates to acquire a thorough knowledge of the most important aspects of Jewish culture, civilization, and history in an interdisciplinary setting. The purpose of the program is to help the student identify resources for constructing rigorously detailed and methodological majors, most often within a specific college department or to aid the student in tailoring an independent major that will do the same in special areas of discourse in Jewish studies.

The program begins from the assumption that a meaningful major can be most profitably framed in one of the existing departments—such as, but not limited to, American Studies, Ancient Studies, Anthropology, Art History, Asian and Middle Eastern Cultures, Classics, Comparative Literature, English, History, Music, Religion, Sociology, and Women’s Studies. The program director would then certify that the subject matter of that major contains enough interest in Jewish subjects and is rigorous enough in methodology.

## REQUIREMENTS FOR THE COMBINED MAJOR

A minimum of 6 courses in Jewish Studies, including *Introduction to Judaism* REL V 2620 or the equivalent, and a complete major in a relevant department are required for a combined major in Jewish Studies. Where courses in Jewish Studies also satisfy departmental major requirements, the student must complete at least three courses over and above what is normally required for the major. Students are encouraged to consult the offerings of other relevant departments and frame a major by centering on the methodological requirements of that major and utilizing the advising capacities of that department. Students, especially those who plan to continue in graduate Jewish Studies of any kind, are strongly encouraged to seek competence in Hebrew and other languages which were used by Jews in their particular area of concentration. Where possible, the courses in Jewish Studies should be taken across the major areas of Jewish history: Ancient (biblical); Hellenistic and Talmudic; Medieval; and Modern. Besides the six courses specifically in Jewish Studies, students must submit a Senior Thesis or project in the area of Jewish Studies, written in the major department or in conjunction with JST BC 3998 *Directed Research*.

**Professor:** Joseph L. Malone (Chair)

## REQUIREMENTS FOR THE MAJOR

Students interested in majoring in this discipline *and graduating no later than May 2001* may, upon consultation with the department chair or his designated representative, petition the Committee on Programs and Academic Standing for a special major in Linguistics (see page 40). *Students interested in majoring in Linguistics but graduating later than May 2001 should consult either Professor Marco Jacquemet of the Anthropology Department (854-4314) or Professor Robert Remez of the Psychology Department (854-4247).*

## REQUIREMENTS FOR THE MINOR

Students minoring in Linguistics must take five courses in the department, including V 1101.

## COURSES OF INSTRUCTION

### **LIN V 1101x**

#### **Introduction to Linguistics**

Nature of language; characteristics of phonological and grammatical systems and the lexicon; evolution of language; role of linguistics in related disciplines; modern techniques of linguistic analysis. —J. Malone  
*Enrollment limited to 100 students. Advance sign-up required.*

3 points. TuTh 9:10–10:25

S

### **LIN V 3410y**

#### **The Science of Linguistics and the Art of Translation**

Linguistic patterns and the application of linguistic techniques in both the process of translation and the comparison of original and translated versions of a text. Texts include literary, biblical, and journalistic material in bi- or multilingual versions, and students will use materials in languages familiar to them for analysis and translation. —J. Malone

*Prerequisite:* V 1101 or permission of the instructor.

*Enrollment limited to 20 students. Advance sign-up required. Offered in rotation with V 3412.*

3 points. TuTh 9:10–10:25

S

### **LIN V 3412y**

#### **Linguistics and the Translation of Poetic Language**

Linguistics as a tool in the translation of poems and other kinds of texts whose structure depends on phonetic and phonological patterns. Recent developments in linguistics (e.g., by Paul Kiparsky) relevant to the analysis of rhyme, meter, parallelism, and other sound-based configurations. Materials include monolingual and bilingual texts (poems, proverbs, etc., in several languages), some chosen by the instructor and others by the students.

*Prerequisite:* V 1101 or permission of the instructor. *Enrollment is limited to 20 students. Advance sign-up required. Offered in rotation with V 3410.*

3 points. TuTh 9:10–10:25

S

### **LIN BC 3600y**

#### **Introduction to Semitic Languages and Linguistics**

The Semitic languages: historical development and typological nature. Reconstruction of ancestral languages; dialect relations; writing systems; philology; morphosyntactic, phonological, and semantic characteristics. —J. Malone

*Enrollment limited to 20. Advance sign-up required. Prerequisite:* Previous or concurrent work in some Semitic language, or permission of the instructor.

3 points. TuTh 10:35–11:55

S



**LIN W 4108y****Principles of Historical Linguistics**

Language change and linguistic reconstruction. The comparative method and internal reconstruction; patterns of linguistic change, borrowing, and analogy; language change as rule change; writing systems and philology. —J. Malone

*Prerequisite: For undergraduates, either V 1101 or permission of the instructor.*

3 points. TuTh 10:35–11:55

**LIN W 4204x****Introduction to Phonology**

The systemic deployment of speech sounds at the service of language's morphosyntax. Alternational phonology; rules and representation; phonological features; linear and nonlinear phonology (autosegments, tiers); metrical and grid phonology; prosodology. —J. Malone

*Prerequisite: For undergraduates, either V 1101 or permission of the instructor.*

3 points. TuTh 10:35–11:55

**LIN W 4903x****Semantics and Generative-Transformational Syntax**

Contemporary approaches to the relation between linguistic meaning and form, with special emphasis on work within the Chomskian tradition. Transformational and phrase structure grammar, x-bar syntax, government and binding, lexical decomposition, logical form, minimalist theory. —J. Malone

*Prerequisite: For undergraduates, either V 1101 or permission of the instructor.*

3 points. TuTh 10:35–11:55

**Professors:** David A. Bayer (Chair), Joan S. Birman, Walter D. Neumann

**Assistant Professors:** Brian Mangum, Paul Gunnells

Other officers of the University offering courses in Mathematics:

**Professors:** Hyman Bass, Bjorn Engquist, Robert Friedman, Patrick X. Gallagher, Dorian Goldfeld (Chair), Brian Greene, Richard Hamilton, Hervé M. Jacquet, Troels Jørgensen, Ioannis Karatzas, Igor Krichever, Masatake Kuranishi, John W. Morgan, D.H. Phong, Henry Pinkham, Shou-Wu Zang

**Associate Professor:** Michael Thaddeus

**Assistant Professors:** Lev Borisov, Frederik Denet, Michael Faux, Shujian Ji, Yakov Kanter, John Loftin, Zhiqin Lu, Tahl Nowik, Sorin Popescu, Wei-Dong Ruan, Michael Smirnov, Peter Woit, Jared Wunsch, Chia-Fu Yu, Douglas Zare

## GENERAL INFORMATION

Students who have special placement problems, or are unclear about their level, should make an appointment with a faculty member or the chair.

Two help rooms, one in 404 Mathematics and a location to be posted, will be open all term (hours will be posted on the door) for students seeking individual help and counseling from the instructors and teaching assistants. No appointments are necessary. However, resources are limited and students who seek individual attention should make every effort to come during the less popular hours and to avoid the periods just before midterm and final exams.

## COURSES FOR FIRST-YEAR STUDENTS

*Groups and Symmetries* (V 1010) and *Surfaces and Knots* (V 1011) give an introduction to aspects of contemporary mathematics, with high school mathematics as their only prerequisite. These courses are designed for students who do not intend to continue with any of the calculus offerings.

The systemic study of Mathematics begins with one of the following three alternative sequences: *Calculus IA, IIA, IIIA, IVA* (Mathematics V 1101-2, V 1201-2); *Calculus IS, IIS, IIIS* (Mathematics V 1105-6, V 1205); *Honors Mathematics I, II* (Mathematics V 1107-8), or *Honors Math III-IV* (Mathematics V 1207-8). In addition, the department has one more special offering in calculus: *Calculus for Social Sciences* (Mathematics V 1111-2).

Credit is allowed for only one of the many possible calculus sequences. The A-sequence is a standard course in differential and integral calculus. The S-sequence covers the same topics as A, but is taught at a faster pace and assumes that the student has had some calculus in high school. The use of computers is integrated into the S sequence. The Honors Mathematics sequence covers the same material as the A and S sequences, but in more depth and with a more theoretical bent. Honors Mathematics III-IV is for exceptionally well-qualified students who have strong advanced placement scores. It covers second-year Calculus (e.g., V 1201-2) and Linear Algebra (Mathematics V 2010), with an emphasis on theory.

## PLACEMENT IN THE CALCULUS SEQUENCE

*College Algebra and Analytical Geometry* is a refresher course for students who intend to take Calculus but do not have adequate background for it.

**Advanced Placement:** Students who have passed the advanced placement test for Calculus AB with a grade of 5 or BC with a grade of 4 or 5 receive 4 points of credit. Students with 3

or less on an advanced placement test will receive no credit. Those who passed Calculus AB with a grade of 4 will receive 3 points of credit. They will have to take a placement test with the Mathematics department before being allowed to start with Calculus IIS. They will receive 4 points of credit only after passing Calculus IIS.

**Calculus IA:** Students who have not previously studied calculus should begin with Calculus IA. Especially talented students should also consider Honors Mathematics I.

**Honors Mathematics I:** Students with an interest in mathematics for its own sake should consider this course, which is especially designed for prospective mathematics majors. Included in the course is the material for single variable calculus, so it does not presume high school calculus. However, it is a more general introduction to mathematical methods and thought. It will not be repetitious for students who have had high school calculus.

**Calculus IS:** Students who have had some calculus, but not enough for a placement at a higher level, normally start with Calculus IS. This includes students who earned a score of 3 or less on either of the calculus advanced placement tests.

**Calculus IIA:** Students who earned a score of 4 on the AB advanced placement test may start with Calculus IIA or Calculus IS.

**Calculus IIS:** Students who earned a score of 5 on the Calculus AB test or a score of 4 or 5 on the BC test should start with Calculus IIS.

**Honors Mathematics III:** Students who have passed the Calculus BC advanced placement test with a grade of 5, and who have strong mathematical talent and motivation, should start with Honors Mathematics III. This is the most attractive course available to well-prepared, mathematically talented first-year students, whether or not they intend to be mathematics majors. Students who contemplate taking this course should consult with the instructor. If this is not possible ahead of time, they should register and attend the first class.

REQUIREMENTS FOR THE MAJOR

The majors program in both mathematics and applied mathematics are appropriate for students who plan to continue their training in graduate school. Students who begin with Honors Mathematics III-IV will need to plan their succeeding course carefully with the help of an adviser.

**FOR A MAJOR IN MATHEMATICS:** 42 points, (or 41 if the Calculus S sequence is chosen):11 or 12 points in calculus or *Honors Mathematics I-IV*, including Advanced Placement Credit as follows:

18 points in mathematics courses numbered above 2000, and 12 points in any combination of mathematics and cognate courses. The courses in mathematics must include:		
V 2010	Linear Algebra	3 pts.
	(or Honors Mathematics III-IV)	
W 4041-2	Introduction to Modern Algebra*	6 pts.
W 4061-2	Introduction to Modern Analysis*	6 pts.
V 3951x, 3952y	Undergraduate Seminar in Mathematics	3 pts. (at least one term)
However, students who are not contemplating graduate study in mathematics may replace one or both of the two terms of MATH W 4061-W 4062 by one or two of the following courses: MATH V 2500, V 3007, or W 4032. In exceptional cases, the chair will approve the substitution of certain more advanced courses for those mentioned above.		

\*Note: It is strongly recommended that the sequences W 4041-2 and W 4061-2 be taken in separate years.



# MATHEMATICS

**FOR A MAJOR IN APPLIED MATHEMATICS:** 42 points, (or 41 if the Calculus S sequence is chosen):11 or 12 points in calculus or *Honors Mathematics I-IV*, including Advanced Placement Credit as follows:

V 2010	<i>Linear Algebra</i>	3 pts.
W 4061	<i>Introduction to Modern Analysis</i>	3 pts.
APM E 4901-2	<i>Seminar in Applied Mathematics</i>	0 pts., Junior year
APM E 4903-4	<i>Seminar in Applied Mathematics</i>	6 pts., Senior year
Additional electives, to be approved by the Applied Math Committee, e.g.:		
V 2500	<i>Analysis and Optimization</i>	3 pts.
V 3007	<i>Complex Variables</i>	3 pts.
V 3027	<i>Ordinary Differential Equations</i>	3 pts.
V 3028	<i>Partial Differential Equations</i>	3 pts.
V 3030	<i>Dynamical Systems</i>	3 pts.
W 4032	<i>Fourier Analysis</i>	3 pts.
STAT IEOR W 3658	<i>Probability</i>	3 pts.
APM E 4300	<i>Numerical Methods</i>	3 pts.

**FOR A MAJOR IN MATHEMATICS-STATISTICS:** 41 or 42 points:

**14 or 15 points in mathematics:**

V 1101, V 1102 and V 1201	Calculus IA, IIA and IIIA or
V 1105, V 1106	(Calculus IS, IIS) or
MAT V 1107, V 1108, V 1202	(Honors Math I, II and Calculus IV A)
MAT V 2010	Linear Algebra
MAT V 2500	Analysis and Optimization

**15 points in statistics:**

STA W 1211	Introduction to Statistics B
STA W 3000	Introduction to Statistics: Probability Models or
STA-IEOR W 4105	Probability
STA W 3659 or W 4107	Statistical Inference
STA W 4315	Linear Regression Models
IEOR E 4106	Introduction to Operations Research: Stochastic processes
or	
STA-IEOR W 4606	Elementary Stochastic Processes

**3 points in computer science** that requires substantial work in programming

**9 points of electives:** An approved selection of advanced courses in mathematics, statistics, applied mathematics, computer science, or mathematical methods courses in physical or social sciences, including biology, economics, and physics.

*Note:* Students must obtain approval from an adviser in each of the two departments before selecting electives. Students should take MAT V 2010 Linear Algebra in the second semester of the second year. With the approval of their adviser, students may replace the two requirements STA W 3000 or STA-IEOR W 4105 and STA W 3659/4107 with the 6 point course STA W 4109.

**FOR A MAJOR IN ECONOMICS AND MATHEMATICS, SEE PAGE 170.**

## REQUIREMENTS FOR THE MINOR

For a minor in Mathematics or Applied Mathematics: 18 points from courses numbered 1200 or above, from the departmental offerings, as listed in the requirements for the major. The approval of the chair is required.

## COURSES OF INSTRUCTION

### COURSES FOR FIRST-YEAR STUDENTS

#### **MAT W 1003x, y**

##### **College Algebra and Analytic Geometry**

For students who wish to take calculus but do not have a firm enough grasp of basic mathematics. Topics include: linear functions, and introduction to the exponential and logarithm functions and to algebraic functions, trigonometry, and vectors in the plane. —Staff

3 points.

#### **MAT V 1010x**

##### **Groups and Symmetry**

An elementary introduction to the concept of a group. Groups of symmetries in art, architecture, and science. Groups of permutations. —Staff

*Prerequisite: A firm grasp of high school algebra.*

3 points.

#### **MAT V 1011y**

##### **Surfaces and Knots**

An elementary introduction to contemporary topology. Topological graph theory. Surfaces, knots, links, and braids. —Staff

*Prerequisite: A firm grasp of high school algebra.*

3 points.

#### **MAT V 1101x, y**

##### **Calculus IA**

Functions, limits, derivatives; introduction to integrals. —Staff

*Prerequisite: A firm grasp of high school mathematics through trigonometry, or MAT W 1003 or the equivalent.*

*The Help Room, 333 Milbank (hours posted on door), is open to students seeking individual help from the instructors and teaching assistants.*

[www.math.columbia.edu/my/help\\_room\\_Milbank.shtml](http://www.math.columbia.edu/my/help_room_Milbank.shtml)

3 points.

#### **MAT V 1102x, y**

##### **Calculus IIA**

Methods of integration; applications of the integral; Taylor's theorem; infinite series; sequences and series. —Staff

*Prerequisite: Course V 1101 or the equivalent.*

3 points.

#### **MAT V 1105x**

##### **Calculus IS**

Differentiation and integration, applications, transcendental functions, techniques of integration.

Lectures: 3 hours; problem session: 1 hour. Students must register for the problem session. —Staff

4 points.

#### **MAT V 1106x, y**

##### **Calculus IIS**

Improper integrals, Taylor's formula, infinite series, complex exponentials, vectors in  $\mathbb{R}^2$  and  $\mathbb{R}^3$ , vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradient surfaces, optimization, and the method of Lagrange multipliers. Lecture: 3 hours;

problem session: 1 hour. Students must register for the problem session. Some calculus background assumed. —Staff

*Prerequisite: Course V 1105 or the equivalent.*

4 points.

# MATHEMATICS

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## **MAT V 1107x, 1108y** **Honors Mathematics I-II**

A two-semester introduction to single variable calculus. Recommended for mathematics majors. The second semester may not be taken without the first. —Staff  
3 points.

## **MAT V 1111x, 1112y** **Calculus for Social Sciences I-II**

The level of this course is the same as that of Mathematics V 1101, V 1102, but the syllabus is modified to meet the special needs of economics students. x: Derivatives, transcendental functions, curve-sketching, optimization problems in one variable, partial derivatives, optimization; y: integrals, differential equations, infinite series, Taylor's formula, applications of the calculus to probability. —Staff  
*Prerequisite: Same as for V 1101, V 1102.*  
3 points.

## **MAT V 1201x, y** **Calculus IIIA**

Vectors in dimensions 2 and 3; vector-valued functions and their derivatives; curves. Functions of several variables; partial derivatives; gradients; surfaces; extrema; double and triple integrals. —Staff  
*Prerequisite: Course V 1102 or the equivalent.*  
3 points.

## **MAT V 1202y Calculus IVA** **MAT V 1205x, y Calculus IIIS**

Multiple integrals, Taylor's formula in several variables, line and surface integrals, calculus of vector fields.—Staff  
*Prerequisite: Course V 1106 or V 1201 or the equivalent.*  
3 points.

## **MAT V 1207x, 1208y** **Honors Mathematics III, IV**

A unified treatment of multivariate calculus and linear algebra from a rigorous point of view. Students are required to attend the recitation.  
—Staff

*Prerequisite: A grade of 5 in the Advanced Placement Exam (BC level) or satisfactory completion of V 1106-7, and a strong interest in learning how to construct mathematical proofs. Course V 1207 is the prerequisite for V 1208.*  
4 points.

## **GENERAL COURSES**

### **MAT V 2010x or y** **Linear Algebra**

Vector spaces, linear transformations, matrices, quadratic and hermitian forms, canonical forms, applications. —Staff  
*Prerequisite: Calculus II S or III A or the equivalent.*  
3 points.

### **MAT V 2500y** **Analysis and Optimization**

Topics in analysis used in optimization theory. Least upper bound, topology of  $N$ , continuous functions, differential functions. Quadratic forms, Hessian, implicit functions. Convex sets, convex functions. Survey of linear, quadratic, geometric programming. Optimization under constraints; equalities and inequalities. Algorithms. Elements of the calculus of variations and optimal control. —Staff  
*Prerequisite: Calculus IS, IIS or the equivalent. Corequisite: Linear algebra.*  
3 points.



**MAT V 3007x, y**  
**Complex Variables**

Elementary course in functions of a complex variable; fundamental properties of the complex numbers; differentiability. Cauchy-Riemann equations; Cauchy integral theorem; Taylor and Laurent series poles, and essential singularities; residue theorem and conformal mapping. —Staff  
*Prerequisite: V 1205.*

3 points.

**MAT V 3020x**  
**Elementary Number Theory**

Congruences. Primitive roots. Quadratic residues. Contemporary applications. —Staff  
*Prerequisite: One year of calculus.*

3 points.

**MAT V 3021y**  
**Combinatorial Number Theory**

Advanced topics in number theory. Continued fractions. Approximations by rational numbers. Transcendental numbers. Arithmetic functions. Partitions of numbers and their generating functions. Stress on the combinatorial and algorithmic aspects of number theory. Contemporary applications. —Staff  
*Prerequisite: MAT V 3020 or MAT W 4041.*

3 points.

**MAT V 3027x**  
**Ordinary Differential Equations**

Equations of order one: linear equations series solutions at regular and singular points; boundary value problems; selected applications. —Staff  
*Prerequisite: MAT 1201 or the equivalent.*

3 points.

**UPPER-LEVEL COURSES**

**MAT V 3028y**  
**Partial Differential Equations**

Introduction to partial differential equations; first-order equations; linear second-order equations; separation of variables; solution by series expansions; boundary value problems. —Staff  
*Prerequisite: Course V 3027 or the equivalent.*

3 points.

**MAT V 3030x**  
**Dynamical Systems**

Systems, in particular linear systems of differential equations. Qualitative study of the solutions. —Staff  
*Prerequisite: MAT V 1202 or V 1205, and MAT W 2010.*

3 points.

**MAT W 3301x**  
**Topics in Geometry**

The axiomatic method in geometry, Euclidean and non-Euclidean geometries, the hyperbolic plane, transformation groups, elements of Riemannian geometry, projective geometry and duality, models of non-Euclidean geometries. —Staff  
*Prerequisite: Calculus IS-IIS, MAT W 2010, or the equivalent.*

3 points.

## **MAT V 3901 x, 3902y**

### **Supervised Readings in Mathematics**

Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Sponsorship is limited to full-time instructors on the staff list. Written reports and periodic conferences will be required. —Staff

*Permission of the chair and of the staff member who agrees to act as sponsor is required.*

2 or 3 points.

## **MAT V 3951 x, 3952y**

### **Undergraduate Seminars in Mathematics**

Subject matter is announced at the start of registration and is different in each section. Each student prepares talks, to be given to the seminar, under the supervision of a faculty member or senior teaching fellow. —Staff

*Prerequisite: Open to seniors and qualified juniors with the permission of the faculty member in charge of the seminar.*

3 points.

*Consult 4th-floor bulletin board, Mathematics Building, for organizational meeting date and time, during registration period.*

## **MAT W 4032x**

### **Fourier Analysis**

Fourier series and integrals, discrete analogues, inversion and Poisson summation formulae, convolution, Heisenberg uncertainty principle. The course will stress the application of Fourier analysis to a wide range of disciplines. —Staff

*Prerequisite: Three terms of calculus and linear algebra or four terms of calculus.*

3 points.

## **MAT W 4041x, W 4042y**

### **Introduction to Modern Algebra**

The second term of this course may not be taken without the first. Groups, homomorphisms, ring ideals, fields, polynomials, and field extensions. Galois theory. —Staff

*Prerequisite: MAT V 1205, V 2010.*

3 points.

## **MAT W 4051y**

### **Basic Topology**

Metric spaces, continuity, compactness, quotient spaces. The fundamental group of a topological space. Examples from knot theory and surfaces. Covering spaces. —Staff

*Prerequisite: MAT W 4041 and W 4061 or the equivalent.*

3 points.

## **MAT W 4061x, 4062y**

### **Introduction to Modern Analysis**

The second term of this course may not be taken without the first. Real numbers, metric spaces, elements of general topology. Continuous and differentiable functions. Implicit functions. Integration; change of variables. Function spaces. Further topics chosen by the instructor. —Staff

*Prerequisite: MAT V 1205 or the equivalent, and MAT V 2010.*

3 points.

## **MAT W 4081y**

### **Introduction to Differentiable Manifolds**

The implicit function theorem. Concept of a differentiable manifold. Tangent space and tangent bundle, vector fields, differential forms. Stokes' theorem, tensors. Introduction to Lie groups. —Staff

*Prerequisite: MAT W 4051 or MAT W 4061 and MAT V 2010*

3 points.

## **Statistics-IEOR W 3658**

### **Probability**

*See details in Statistics Department listings.*

## **Statistics-IEOR W 4606**

### **Elementary Stochastic Processes**

*See details in Statistics Department listings.*

## **APM E 4901x-4902y**

### **Seminar: Problems in Applied Mathematics**

Required for all applied mathematics majors in the junior year. Introductory seminars on problems and techniques in applied mathematics. Typical topics of nonlinear dynamics, scientific computation, economics, and operations research. —Staff

*Prerequisite or corequisite: MAT V 3007, V 3028, and V 2010, or their equivalents.*

*0 points.*

## **APM E 4093x, 4094y**

### **Seminar: Problems in Applied Mathematics**

Required for all applied mathematics majors in the senior year. It consists of the same weekly lecture as Engineering Mathematics E 4901-4902 plus two hours of tutorials a week. Examples of problem areas are nonlinear dynamics, asymptotics, approximation theory, and numerical methods. —Staff

*Prerequisite or corequisite: MAT V 3007, V 3028, and V 2010, or their equivalents.*

*3 points.*

## **GRADUATE COURSES**

Certain graduate courses given in the University are open to qualified majors with the consent of the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.



This program is supervised by the Committee on Medieval and Renaissance Studies:

**Art History:** Professors Keith Moxey, Stephen Murray (CU)

**Classics:** Associate Professor Carmela Franklin (CU)

**English:** Professors Christopher Baswell, Anne Prescott, Joan Ferrante (CU), Robert Hanning (CU); Assistant Professors Paula Loscocco, Peter Platt; Lecturer Timea Szell

**French:** Associate Professor Peter Connor

**History:** Professor Caroline Bynum (CU), Assistant Professor Joel Kaye (Chair)

**Italian:** Professor Teodolinda Barolini (CU)

**Philosophy:** Professor Alan Gabbey

**Religion:** Professors Robert Somerville (CU), Peter Awn (CU); Assistant Professor Elizabeth Castelli

**Spanish and Latin American Cultures:** Professors Mirella Servodidio, Marcia Welles

This program enables undergraduates to acquire a thorough knowledge of the most important aspects of Medieval or Renaissance civilizations and to gain an awareness of the interdependence of historical and cultural developments.

## REQUIREMENTS FOR THE MAJOR

Major programs are established individually with a concentration in one of these disciplines: art history, history, literature, philosophy, romance philology, music, or religion. Each student, after consultation with the chair, chooses an adviser in her area of concentration who guides her in developing a sequence of courses to be taken in the field.

A minimum of 11 courses is required for the major in Medieval and Renaissance Studies:

Five courses in the area of concentration;

Two history courses for students who are not concentrating in history;

Two courses in the other disciplines mentioned above for those who are;

Two electives in areas outside the concentration, to be chosen in consultation with the adviser; and

MRS BC 3998x and MRS BC 3999y, *Directed Research*, a two-semester program of interdisciplinary research leading to the writing of the senior essay.

(In some cases, a senior seminar in one of the departments may be substituted for MRS BC 3998x or 3999y.)

Students are required to write an interdisciplinary senior essay based on two semesters of research in their field of concentration and in another discipline, carried out under the supervision of their area adviser and another from the second discipline. The choice of topic for this senior project and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program.

In addition to the language used to fulfill the general four-semester requirement for graduation, the student must have completed two semesters of a second language (or the equivalent) relevant to her area of concentration.

The following courses represent only a sample of those that can be taken to satisfy the program requirement. Other relevant courses may be taken with the permission of the chair.

**No minor is offered in Medieval and Renaissance Studies.**

COURSES OF INSTRUCTION

<b>MRS BC 3998x, 3999y</b> <b>Directed Research for the Senior Project</b> Two semesters of supervised interdisciplinary research in Medieval or Renaissance Studies terminating in the writing of a senior essay. The program of research is determined in consultation with the chair and under the guidance of the area adviser. It is supervised by the latter and an adviser from the second discipline involved in the project. —Staff 4 points.		
<b>Art History</b>		
<b>ARH BC 3351x</b> <b>Early Christian and Early Medieval Art</b> —J. Rosenthal 3 points.		
		III H
<b>ARH BC 3352y</b> <b>Art of the Later Middle Ages</b> —S. Murray 3 points.		
		III H
<b>ARH W 3420y</b> <b>Italian Sculpture during the Renaissance</b> —J. Beck 3 points.		
		III H
<b>ARH V 3933x</b> <b>Arts in Early Medicean Florence</b> —J. Beck 4 points.		
		III H
<b>ARH W 4313y</b> <b>English Art in the 12th Century</b> —J. Rosenthal 3 points.		
		III H
<b>Classics</b>		
<b>LAT V 3033y</b> <b>Medieval Literature</b> —C. Franklin 3 points.		
		H
<b>LAT W 4152x</b> <b>Medieval Latin: Prose</b> —C. Franklin 3 points.		
		H
<b>English</b>		
<b>ENG BC 3140y</b> <b>1. Renaissance Women Writers</b> —A. Prescott 3 points. H		
<b>ENG BC 3154x</b> <b>The Early Chaucer</b> —C. Baswell and T. Szell 3 points.		
		H

MEDIEVAL AND RENAISSANCE STUDIES

<b>ENG BC 3155y</b> <b>Chaucer</b> <i>The Canterbury Tales.</i> —C. Baswell 3 points.	III H
<b>CPE BC 3158x</b> <b>Medieval Literature</b> —T. Szell 3 points.	III H
<b>ENG BC 3163x, 3164y</b> <b>Shakespeare</b> —Instructor TBA 3 points.	III H
<b>ENG BC 3165x</b> <b>The English Renaissance</b> —A. Prescott 3 points.	III H
<b>ENG BC 3167y</b> <b>Milton</b> —P. Loscocco 3 points.	III H
<b>ENG BC 3169y</b> <b>Renaissance Drama: Kyd to Ford</b> —P. Platt 3 points.	III H
<b>ENG BC 3997x</b> <b>Topic Seminars</b> —Staff 4 points.	
<b>ENG BC 3998y</b> <b>1. Medieval Images of Women</b> —T. Szell 4 points.	
<b>French</b>	
<b>FRE BC 3024y</b> <b>The Culture and Institutions of France</b> —P. Connor 3 points.	III H
<b>FRE BC 3031x</b> <b>The Middle Ages</b> —Staff 3 points.	III H
<b>History</b>	
<b>HIS BC 1004x</b> <b>Introduction to Later Middle Ages: 1050-1400</b> —J. Kaye 3 points.	III S



<b>HIS W 1145x</b> <b>Medieval People</b> —C. Bynum <i>3 points.</i>	III S
<b>HIS W 3026y</b> <b>Medieval Intellectual Life: 1050-1450</b> —J. Kaye <i>3 points.</i>	III S
<b>HIS W 3203y</b> <b>Carolingian Europe</b> —C. Bynum <i>3 points.</i>	III S
<b>HIS BC 3412x</b> <b>Medieval Economic Life and Thought</b> —J. Kaye <i>4 points.</i>	III S
<b>Italian</b>	
<b>ITA V 3468x</b> <b>Italian Poetry from St. Francis of Assisi to the Dolce Stil Nuovo</b> —L. Rebay <i>3 points.</i>	III H
<b>ITA V 3635x</b> <b>Italian Renaissance Literature and Culture</b> —A. Ansani <i>3 points.</i>	III H
<b>ITA W 4091x-4092y</b> <b>Dante's Divina Commedia</b> —T. Barolini <i>3 points.</i>	III H
<b>ITA W 4200x</b> <b>Once Upon a Time: The Italian Fairy Tale</b> —A. Ansani <i>3 points.</i>	III H
<b>ITA W 4048y</b> <b>Women in the Italian Renaissance</b> —A. Ansani <i>3 points.</i>	III H
<b>Music</b>	
<b>MUS V 3120y</b> <b>From Source to Sound: The Interpretation of Medieval Music</b> —T. Payne <i>3 points.</i>	III H
<b>MUS V 3123y</b> <b>Music of the Middle Ages and Renaissance</b> —L. Perkins <i>3 points.</i>	III H

Philosophy

PHI V 1202y

The History of Philosophy: II

—C. Mercer

3 points. III H

PHI V 3230x

Seventeenth-Century Philosophy: Bacon to Locke

—A. Gabbey

3 points. III H

PHI V 3574y

Philosophy and the Scientific Revolution

—A. Gabbey

3 points. III H

Religion

HIS V 3530y

History of the Papacy

—R. Somerville

3 points. III S

REL V 2610x

Christianity

—R. Somerville

3 points. III H

REL V 3418y

Orthodox Christianity

—A. Alexakis

3 points. III H

REL V 3803

Sufi Texts

—P. Awn

4 points. III H

REL V 3803

38. Issues of Gender in Ancient and Medieval Christianity

—E. Castelli

4 points.

Spanish

SPA BC 3123x

Spanish Literature in the Middle Ages and the Early Renaissance

—M. Servodidio

3 points. III H

SPA BC 3127x

Don Quixote

—M. Welles

3 points. III H

SPA BC 3138x

The Spanish Inquisition

—M. Welles

3 points. III H

For other Columbia courses and graduate courses, please consult the proper catalogues and see Professor Kaye.

# MUSIC

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Barnard Office: 319 Milbank Hall  
Columbia Department of Music: 617 Dodge

Telephone: 854-5096  
854-3825

**Lecturer:** Gail Archer (Director)

Other officers of the University offering courses listed below:

**Professors:** Ian Bent, Dieter Christensen, George Edwards (Chair), Walter Frisch, Jonathan Kramer, Fred Lerdahl, Leeman L. Perkins, Elaine R. Sisman

**Associate Professors:** Mark DeBellis, Joseph Dubiel, Brad Garton, David Rakowski

**Assistant Professors:** Daniel Ferguson, Thomas Payne, Timothy Taylor

**Adjunct Assistant Professor:** Luann Dragone

**Director of Music Performance:** George Rothman

**Associates:** Sarah Adams, Anahid Ajemian, Gail Archer, Eric Bartlett, Allen Blustine, David Braynard, Marshall Coid, Kenneth Cooper, Maureen Gallagher, Christopher Gekker, Laura Goldberg, Christine Gummere, Donald Hayward, Claire Heldrich, Louis Kaplan, Mindy Kaufman, Alan Kay, Anthony Korf, Spiro Malas, Linda McKnight, Jane McMahan, Morris Newman, Niels Østbye, Muneko Otani, Lynn Owen, Susan Palma, James Preiss, William Purvis, George Rothman, Mark Shuman, Don Sickler, Michael Skelly, George Stauffer, Lisa Terry

## REQUIREMENTS FOR THE MAJOR

**Program of Study:** to be planned with the department consultant before the end of the sophomore year. Prospective music majors should complete the prerequisites by the end of their sophomore year and are encouraged to complete them by the end of their first year. By the end of her first year as a music major she should select a faculty adviser.

**Prerequisite:** BC 1001 or 1002 or HUM C 1123 or F 1123, MUS V 1002 *Fundamentals of Western Music*, and MUS V 1312 *Introductory Ear-training*. Prospective music majors are advised to satisfy the prerequisites prior to their declaration as majors or before the end of their sophomore year. This requirement may be fulfilled either through successful completion of the course or satisfactory performance on examinations administered each semester by the department.

**Courses:** At least 38 points, including Music V 2318-V 2319 *Diatonic Harmony and Counterpoint*; V 3321-V 3322 *Chromatic Harmony and Counterpoint*; four semesters of ear-training, unless the student is exempt by exam, and any **one** of the 3000-level advanced theory electives; and any **two** of the following four history courses: V 3123 *Music of the Middle Ages and Renaissance*, V 3124 *Music of the Baroque*, V 3125 *Music of the Classical and Romantic Periods*, and V 3126 *Music of the Modern Period*. The remaining 13 points are chosen from 2000- to 4000-levels. At least one 3000- or 4000-level course must deal with non-tonal music. No more than 6 points of 2000-level courses and no more than 4 points of instrumental or vocal lessons will count toward the major.

**Senior Project:** Working with her adviser, a major must complete an original project in her senior year. Normally, it may be the expansion of a paper done in a 4000-level course (as long as it deals with primary sources), a composition, or a recital.

**Keyboard Proficiency:** Music majors will be required to take a keyboard proficiency exam, which must be arranged by making an appointment with a member of the piano faculty, immediately upon declaration of the major. Those who do not pass the exam will be required to take MUS W 1517x-W 1518y, for 1 point each term, which will count against the maximum 4 points allowed toward completion of the major.

**Languages:** For students who plan to do graduate work in music, the study of German, French, Italian, and/or Latin is recommended.

**Note:** With the permission of Gail Archer, Barnard Director, students may take courses or lessons at the Manhattan School of Music or the Juilliard School. For non-majors, there is a six-semester limit, but majors may continue for the remainder of their program.



**Practice rooms:** Piano practice rooms are available, at a nominal fee, upon application to the Music Department in 319 Milbank. Application should be made during the first week of classes. Preference in assigning hours is given to students taking piano instruction, majors, and concentrators, in order of application. The organ studio in St. Paul's Chapel is available for organ practice. Arrangements should be made with the chapel organist during the first week of classes.

## REQUIREMENTS FOR THE MINOR

**Courses for the minor:** Four terms of theory, four terms of ear-training, and two terms of history.

## PERFORMANCE ACTIVITIES

Participation in the following activities is open to all members of the University community. Music majors are urged to join at least one of the groups. Students who wish to receive course credit may register for the courses as listed.

**Columbia University Orchestra and Chamber Ensemble.** George Rothman, conductor and director of the Music Performance Program. See Music V 1591x-1592y and MUS V 1598x-1599y for the audition schedule and description of activities.

**Barnard-Columbia Chorus and Chamber Singers.** Gail Archer, director. See MUS V 1593x-1594y and MUS V 1595x-1596y for audition information and description of activities.

**University Jazz Orchestra.** Don Sickler, director. See MUS V 1585x-1586y for audition information and description of activities.

**Instrumental and Vocal Instruction.** With appropriate prior approval, qualified students may take music lessons, one course per term, for a maximum of six terms. Only the Music major and minor may take lessons every term.

**Collegium Musicum.** Auditions are held at the beginning of each term. The aim of the Collegium Musicum is to perform neglected and unfamiliar vocal and instrumental music. Activities are supervised by the graduate student director, and the Collegium usually gives two public concerts each semester.

## COURSES OF INSTRUCTION

### **MUS BC 1001x, BC 1002y**

#### **An Introduction to Music**

x: A survey of the development of Western music from 6th-century Gregorian Chant to Mozart, with emphasis upon important composers and forms. Extensive listening required. y: A survey of the development of Western music from the first Viennese Classical school at the end of the 18th century to the present, with emphasis upon composers and forms. Extensive listening required. —G. Archer  
*No previous knowledge of music is required.*

3 points.      Sec.1 MW 1:10–2:25

Sec.2 TuTh 1:10–2:25

H

### **MUS V 1002x, y**

#### **Fundamentals of Western Music**

A student may place out of this course with a score of 5 on the Advanced Placement Examination or by an examination given by the Department at the beginning of the semester. The basic elements of music to be studied with the aim of developing musicianship will include notation, dictation, sight-singing, transposition, aural recognition of the simpler forms, triad identification, cadence types, and voice-leading in two parts. —Instructor TBA

*Corequisite:* MUS V 1312

3 points.

H

**MUS BC 1501x, BC 1502y****Voice Instruction**

Entrance by audition only (call department during registration for time and place of audition). One-hour private lesson weekly. —Staff  
1 point.

**Theory and Ear-Training Sequence****MUS V 2318x-V 2319y****Diatonic Harmony and Counterpoint, I and II**

Principles of melodic construction, voice leading, harmony, and counterpoint in modal and tonal music. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. *Prerequisite:* MUS V 1002 or the equivalent. *Corequisite, x and y:* An ear-training lab to be determined by a placement exam given at the beginning of the term.  
3 points.

**MUS V 3321x-V 3322y****Chromatic Harmony and Counterpoint, I and II**

Principles of chromatic voice leading and chromatic chord construction. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —J. Dubiel  
*Prerequisite:* MUS V 2318-2319 and completion of any two semesters of ear-training, the most recent with a grade of B- or better. *Corequisite, x and y:* An ear-training lab.  
3 points.

**Please note:** For the following ear-training labs, students must take a placement test at the beginning of the term and may not register without the permission of the Ear-training Coordinator.

**MUS V 1312x, y****Introductory Ear-training**

Introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies. —Instructor TBA  
1 point.

**MUS V 2314x, y****Ear-training I**

Designed to improve the student's basic skills in sight-singing and rhythmic and melodic dictation with an introduction to four-part harmonic dictation. —Instructor TBA  
1 point.

**MUS V 2315x, y****Ear-training II**

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter, with strong emphasis on harmonic dictation. —Instructor TBA  
1 point.

**MUS V 3316x, y****Ear-training III**

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters which involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases. —Instructor TBA  
1 point.

**MUS V 3317x, y****Ear-training IV**

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation. —Instructor TBA  
1 point.

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**MUS W 4318x-4319y**

**Ear-training V and VI**

Advanced dictation, sight-singing, and musicianship, with emphasis on 20th-century music.

—L. Dragone

1 point.

**MUS V 2008y**

**Score Preparation Technique**

A study of the conventions of musical notation and the production of musical scores and parts, aimed at enabling composers to communicate their musical thoughts to performers and analysts. —Instructor TBA

*Prerequisite:* Ability to read musical notation.

1 point.

**MUS V 2010x**

**Rock 'n' Roll**

A study of rock music from the perspective of issues in contemporary cultural theory, with special emphasis on political significance and diverse representations of race and gender. —Instructor TBA

*Prerequisite:* MUS BC 1001, 1002 or HUM C 1123/F 1123.

3 points.

**MUS V 2016y**

**Jazz**

The musical and cultural features of jazz, beginning in 1900. —M. Tucker

*Prerequisite:* MUS BC 1001, 1002, HUM C 1123 or F 1123, or the equivalent.

3 points.

III H

**MUS V 2018x**

**The Brazilian Sound**

The development of various styles of popular music in 20th-century Brazil, with special attention to traditional African and Portuguese forms from which they derive. —D. Ferguson

*Prerequisite:* HUM C 1123/F 1123 or the equivalent.

3 points.

III H

**MUS V 2023x**

**Beethoven**

*Prerequisite:* MUS BC 1001 or 1002 or HUM C 1123/F 1123 or the equivalent.

3 points. Not offered in 1999-2000.

H

**MUS V 2023y**

**Mozart**

The life, works, and cultural milieu of Wolfgang Amadeus Mozart, with emphasis on selected symphonies, string quartets, piano concertos, and operas. —E. Sisman

*Prerequisite:* HUM C 1123/F 1123 or the equivalent.

3 points.

III H

**MUS V 2025x**

**The Opera**

The development of opera from Monteverdi to the present. —Instructor TBA

*Prerequisite:* MUS BC 1001, 1002, HUM C 1123/F 1123 or the equivalent.

3 points. Not offered in 1999-2000.

III H

**MUS V 2026y**

**The Symphony**

The symphony orchestra as a musical and social institution in the 18th through 20th centuries, and a survey of the music written for it in those periods. —E. Sisman

*Prerequisite:* MUS BC 1001 or 1002 or HUM C 1123/F 1123 or the equivalent.

3 points. Not offered in 1999-2000.

III H



**MUS V 2027y****The String Quartet**

*Prerequisite: MUS BC 1002y or HUM C/F 1123 or the equivalent.*

3 points. Not offered in 1999-2000.

H

**MUS V 2022x****Instrumental Chamber Music from Hayden to Carter**

A survey of instrumental chamber music from the mid-18th century to the present, considered both as a social activity and as a means of artistic expression with well-defined genres, forms, and aesthetic expectations. —L. Perkins

*Prerequisite: BC 1001 or HUM C 1123/F 1123 or the equivalent and the ability to read music. Limited to 30 students.*

3 points.

III H

**MUS V 2152x****Smetana, Dvůrák, Janáček**

Examines the works of Bohemian and Moravian composers between 1850 and 1925, against the background of Czech life and culture, and in relation to musical Romanticism. Highlights three composers, focusing particularly on opera, choral music, orchestral, and chamber works. —I. Bent

*Prerequisite: MUS BC 1001, 1002 or HUM C 1123/F 1123 or the equivalent.*

3 points.

III H

**MUS V 2205x, y****MIDI Music Production Techniques**

An introduction to the potential of digital synthesis by means of the MIDI (Musical Instrument Digital Interface). The goals, in addition to teaching proficiency in elementary and advanced MIDI techniques, will be to challenge some of the assumptions about music built into the MIDI specifications and to foster a creative approach to using MIDI machines. —B. Garton

*Prerequisite: MUS BC 1001, 1002 or HUM C 1123/F 1123 or the equivalent.*

3 points.

**MUS V 2425x****The Music of J. S. Bach**

The life and works of J.S. Bach in their musical, cultural, and social milieux. —T. Payne

*Prerequisite: BC 1001 or 1002 or HUM C/F 1123 or the equivalent.*

3 points. Not offered in 1999-2000.

III H

**MUS V 2050y****Music 2000: Issues of Race and Ethnicity in NYC Musics**

Strategies of identity-making among all American peoples have used different historical, geographical, and cultural trajectories. Music has played an important part in shaping, maintaining, protecting, and altering these identities. An examination of issues relating to historical attitudes and enactments of race, and ethnicity, how these have changed, particularly in the 20th century, and how music and music-making simultaneously assert and protect conceptions of identity in New York City. —T. Taylor

*Prerequisite: BC 1001, 1002 or HUM C/F 1123 or the equivalent.*

3 points.

I H

**MUS V 3120y****From Source to Sound: The Interpretation of Medieval Music**

Methods, problems, and possibilities for re-creating the oldest extant body of Western music (1000-1300 C.E.). By directly confronting musical manuscripts, translated theoretical treatises, and performance contexts, students will develop their ability to think critically about the music of the past and modern attempts to describe it. —T. Payne

*Prerequisite: BC 1001, 1002, HUM C/F 1123 or the equivalent, and the ability to read music.*

3 points. Not offered in 1999-2000.

III H

**MUS V 3121x****From Source to Sound: The Interpretation of Late Medieval and Early Renaissance Music**

Methods, procedures, and problems posed in attempting to re-create the written repertoires of 14th-

# MUSIC

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and 15th-century music in Europe. —L. Perkins

*Prerequisite:* BC 1001, 1002 or MUS HUM C 1123 or the equivalent; ability to read music. Limited to 15-20 students.

3 points. Not offered in 1999-2000.

III H

## **MUS V 3123x**

### **Music of the Middle Ages and Renaissance**

Western music from plainchant to Monteverdi. —L. Perkins

*Prerequisite:* HUM F 1123 and MUS V 1002 or the equivalent. Pre- or corequisite: MUS V 2318-V 2319.

3 points.

III H

## **MUS V 3124y**

### **Music of the Baroque**

Western music from Monteverdi to Bach and Handel. —C. Gessele

*Prerequisite:* HUM F 1123 and MUS V 1002 or the equivalent. Pre- or corequisite: MUS V 2318-V 2319.

3 points.

III H

## **MUS V 3125x**

### **Music of the Classical and Romantic Periods**

Western music from Haydn and Mozart to the death of Wagner. —E. Sisman

*Prerequisite:* BC 1001 or 1002 or HUM C/F 1123 and MUS V 1002 or the equivalent. Pre- or corequisite: MUS V 2318-V 2319.

3 points. Not offered in 1999-2000.

III H

## **MUS V 3126y**

### **Music of the Modern Period**

Western music from the death of Wagner to the present. —M. Tucker

*Prerequisite:* BC 1001 or 1002 or HUM C/F 1123 and MUS V 1002 or the equivalent. Pre- or corequisite: MUS V 2318-V 2319.

3 points. Not offered in 1999-2000.

III H

## **MUS V 3138y**

### **The Music of Brahms**

A survey of the music of Brahms, examining a wide range of genres as well as his historical and cultural position in the 19th century. —W. Frisch

3 points.

III H

## **MUS V 3140x**

### **Vocal Repertoire, Technique, and Expression**

Voice and movement exercises for breathing, support, articulation, registration, and timbre.

Exploration of wide-ranging repertoires, styles, and languages of the Western European song tradition. Attention to meaning of text and musical interpretation. Study and practice of all elements of song needed for effective vocal performance. —J. McMahan

3 points. ThTh 4:10

III H

## **MUS V 3148y**

### **Romantic Song**

Solo vocal works of Schubert, Schumann, Berlioz, Mussorgsky, Debussy, and others, viewed as transformation of poetry into song. —I. Bent

*Prerequisite:* BC 1001 or 1002 or HUM C/F 1123 or the equivalent, and a reading knowledge of music.

3 points.

## **MUS V 3150y**

### **Music in Fin-de-Siècle Europe**

Art music at the early modernist period from 1885 to the outbreak of World War I, seen in and through the context of European culture, especially in Germany and Austria. —W. Frisch

*Prerequisite:* HUM C 1123/F 1123 or the equivalent.

3 points.

III H

**MUS V 3170x****Studying Contemporary Popular Music**

An exploration of the applicability of recent work in cultural theory and analysis to the understanding of popular music in the 1980s and 1990s. —T. Taylor

*Prerequisite:* HUM C 1123/F 1123 or the equivalent and permission of the instructor.

3 points.

III H

**MUS V 3239x-3240y****Introduction to Composition**

Composition in the shorter forms. Basic issues of musical structure and expression are explored in traditional and contemporary repertory. —Instructor TBA

*Prerequisite:* MUS V 1002 or the equivalent.

3 points.

**MUS V 3241x-V 3242y****Advanced Composition**

Composition in more extended forms. Survey of advanced techniques of contemporary composition. —G. Edwards

*Prerequisite:* MUS V 3240y and permission of the instructor.

3 points.

**MUS V 3244y****Tonal Composition**

Training in composing in tonal styles, including: Baroque fugues; Classical minuets, variations, and sonata-form movements; Romantic songs and preludes. —F. Lerdahl

*Prerequisite:* MUS V 3322 or the equivalent.

3 points.

**MUS V 3302y****Introduction to Set Theory**

A study of the basic principles of set theory through the writings of Schoenberg, Babbitt, Forte, Martino, Lewin, et al. Concepts illustrated with examples from late 19th- and early 20th-century repertory. —Instructor TBA

*Fulfills the requirement of the 3000-level advanced theory elective. Prerequisite:* MUS V 3322 and either MUS V 3126 or V 3379 or permission of the instructor.

3 points. Not offered in 1999-2000.

**MUS V 3305x****Theories of Heinrich Schenker**

*Fulfills the requirement of the 3000-level advanced theory elective. Prerequisite:* MUS V 3322 or the equivalent.

3 points.

H

**Asian Humanities-Music AHM V 3320y****Introduction to the Musics of East Asia and Southeast Asia**

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —D. Ferguson

3 points.

II H

**Asian Humanities-Music AHM V 3321x****Introduction to the Musics of India and West Asia**

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —Instructor TBA

3 points.

II H

**MUS V 3330y****Advanced Counterpoint**

The study of baroque counterpoint in the style of J.S. Bach; general aspects of voice-leading; dances, inventions, canons; expositions of fugues. —F. Lerdahl



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Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUS V 2310, 2311 and 2312.  
3 points. Not offered in 1999-2000.

**MUS W 3345y**  
**Rhythm and Meter**

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUS V 3321.  
3 points. Not offered in 1999-2000.

**MUS W 3360x**  
**Pre-tonal and Tonal Analysis**

Detailed in-depth analysis of selected pre-tonal and tonal compositions. —Instructor TBA  
Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUS V 3321.  
3 points.

**MUS W 3379x**  
**Twentieth-Century Music**

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUS V 3321.  
3 points.

III H

**MUS W 3380y**  
**Music Since 1945**

Detailed analysis of selected issues. Composers include Messiaen, Stravinsky, Boulez, Stockhausen, Babbitt, Carter, Penderecki, Cage, Reich, Glass, Rzewski, Rochberg, and others. —T. Murail  
Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUS V 3379.  
3 points.

III H

**MUS W 3470y**  
**Issues in Rock Music and Rock Culture**

Prerequisite: MUS V 2010 or instructor's permission.  
3 points. Not offered in 1999-2000.

III H

**MUS W 4010y**  
**Explaining Music**

An inquiry into the nature of music theory, its relation to musical analysis, and its potential for explaining music. Readings drawn from contemporary music theory and related disciplines (philosophy of science, linguistics).—M. DeBellis  
Prerequisite: MUS V 2319  
3 points.

H

**MUS W 3990**  
**Senior Project: Research for Music**

Independent study for research and writing. —Staff  
3 points.

**MUS W 3991**  
**Senior Project: Music Repertory**

Independent study for preparing and performing reportory works to be presented in concert.  
3 points.

**MUS W 4104x**  
**The Musical Universe of Palestrina, Lasso, and Victoria**

Prerequisite: MUS BC 1001 or instructor's permission.  
3 points.

III H

**MUS W 4410x**  
**Music and Gender in Cross-Cultural Perspective**

Evaluates the role played by musical performance in the expression of gender identity. Students will explore several case studies that represent urban, rural, classical, and popular music cultures from different geographical areas.

*Prerequisite: MUS BC 1001, 1002, MUS HUM, and permission of instructor.*

*3 points.*

I H

## PERFORMANCE ACTIVITIES AND INSTRUMENTAL INSTRUCTION

### **MUS V 1585x-V 1586y**

#### **University Jazz Orchestra**

The University Jazz Orchestra performs classics and contemporary big band repertoire at a concert at the end of each term. —D. Sickler

*Audition required. Those auditioning should apply to Columbia College Office of Student Activities (Telephone: 854-3611). May be taken for Pass/Fail credit only.*

*1 point.*

### **MUS V 1591x-V 1592y**

#### **University Orchestra and Chamber Music**

An audition to be held during registration period, by appointment, at 617 Dodge Hall (x43825). Students should bring two short works, or movements of longer works, of different stylistic periods; they will also be asked to read brief orchestral or chamber music excerpts at sight. The orchestra performs throughout the academic year in works spanning all periods of music, including contemporary compositions.

Distinguished guest soloists sometimes perform with the orchestra, and qualified student soloists may also have the opportunity either to perform or read concertos with the orchestra. Staff positions: a few persons interested in managerial work may gain experience as orchestra librarian and personnel manager.

Students who register for orchestra alone will receive four points for four semesters and will be charged at the rate of one point each semester. Students who register for orchestra and chamber music will receive four points for two semesters, and will be charged at the rate of four points each semester. —G. Rothman and Staff

*1 point. Additional rehearsals in the three weeks preceding each public concert.*

### **MUS V 1593x-V 1594y**

#### **Barnard-Columbia Chorus**

Auditions by appointment made at the first class meeting. Students who register for chorus will receive a maximum of four points for four or more semesters, and will be charged at the rate of one point each semester. Open to all men and women in the University community. Several public concerts are given each season both on and off campus, often with other performing organizations. Sight-singing sessions offered.

Repertory includes works from all periods of music literature. — G. Archer

*Audition required. Pass/Fail credit only.*

*1 point. TuTh 6:00–8:00*

### **MUS V 1595x-V 1596y**

#### **Barnard-Columbia Chamber Singers**

A small number of students in the Barnard-Columbia Chorus are chosen to rehearse and perform difficult music in several languages. —G. Archer

*Audition required. Pass/Fail credit only.*

*1 point. TuTh 8:00–9:30*

### **MUS V 1598x-1599y**

#### **Chamber Ensemble and Chamber Orchestra**

Students registering for chamber music receive ensemble training with the performance associates listed for MUS W 1525-W 1526. Student chamber ensembles perform a recital at the conclusion of each semester and are given other opportunities to perform throughout the academic year. —George Rothman and Staff

*May be taken for Pass/Fail credit only.*

*1 point.*

**Please note:** In the instrumental lessons listed below offered on a weekly, individual basis, a course of half-hour lessons earns 1 point of credit, and a course of one-hour lessons earns 2 points of credit.

# MUSIC

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## **MUS W 1500x-W 1501y**

### **Early Instruments**

*Audition required. Those auditioning should apply to the Department of Music, 703 Dodge Hall (Telephone: x43825).*

*1 or 2 points.*

*Sec. 1: Keyboards —K. Cooper*

*Sec. 2: Strings —L. Terry*

*Sec. 3: Wind Instruments —M. Newman*

## **MUS W 1509x-W 1510y**

### **Organ Instruction**

*—G. Stauffer*

*Permission of the instructor required.*

*1 or 2 points.*

## **MUS W 1513x-W 1514y**

### **Introduction to Piano**

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*

*1 point.*

## **MUS W 1515x-W 1516y**

### **Elementary Piano Instruction**

*Prerequisite: W 1513-1514 or the equivalent and permission of the instructor.*

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*

*1 or 2 points.*

## **MUS W 1517x-W 1518y**

### **Keyboard Harmony and Musicianship**

*One half-hour private lesson weekly. Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music.*

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*

*1 point.*

## **MUS W 2515x-W 2516y**

### **Intermediate Piano Instruction**

*Prerequisite: W 1515-1516 or the equivalent and permission of the instructor.*

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*

*1 or 2 points.*

## **MUS W 3515x-W 3516y**

### **Advanced Piano Instruction**

*Prerequisite: W 2515-2516 or the equivalent and permission of the instructor.*

*Sec. 1: —N. Østbye; Sec. 2: —M. Skelly*

*2 points.*

## **MUS W 1525x-W 1526y**

### **Instrumental Instruction**

*See Columbia College Catalogue for section information. Students participating in the orchestra are given precedence when applying for private instrumental instruction.*

*Prerequisite: Audition (see under University Orchestra).*

*1 or 2 points.*

*FLUTE: M. Kaufman, S. Palma; OBOE: M. Hill, M. Dine; CLARINET: A. Blustine, A. Kay; BASSOON: M. Newman; FRENCH HORN: W. Purvis; TRUMPET: C. Gekker; TROMBONE: R. Borrer; TUBA: D. Braynard; DRUMS AND PERCUSSION: C. Heldrich, A. Korf; VIOLIN: A. Ajemian, M. Coid, L. Kaplan, S. Kim, L. Goldberg; VIOLA: S. Adams, M. Gallagher; VIOLONCELLO: E. Bartlett, C. Gummere, M. Shuman; STRING BASS: L. McKnight, TBA.*



This program is supervised by the Committee on Pan-African Studies:

**Director of Pan-African Studies and Assistant Professor of Sociology:** Ennis B. Edmonds

**Assistant Professor of Anthropology:** Lesley A. Sharp

**Henry R. Luce Professor of Migration and Social Order and Professor of English:** Caryl Phillips

**Assistant Professor of History:** Lynette Jackson

**Assistant Professor of Political Science:** Linda Beck

**Assistant Professor of Religion:** Judith Weisenfeld

**Assistant Professor of Spanish and Latin American Cultures:** Licia Fiol-Matta

**Dean of the College:** Dorothy S. Denburg

**Dean for Multicultural Affairs:** Vivian Taylor

The Pan-African Studies major provides students with a multi-disciplinary comparative perspective in their approach to the study of the history, politics, and cultures, literatures, and experiences of peoples of African origin in Africa and the African diaspora.

The major differs from African Studies, Caribbean Studies, and African-American Studies in that its foundation is comparative and it encompasses the African influences in the experiences of peoples of African descent throughout the world.

Each student will choose a concentration within the major that will allow her to explore a particular geographical region or disciplinary approach to the field. The concentration should lay the foundation for the research and writing of a senior thesis.

## REQUIREMENTS FOR THE MAJOR

**I. Introductory Courses:** Two-semester sequence (preferably to be taken before the junior year):

PAS BC 3004x	<i>Introduction to Pan-African Studies: African Civilizations</i>
PAS BC 3006y	<i>Introduction to Pan-African Studies: The African Diaspora</i>

**II. One semester Junior Colloquium** in Pan-African Studies:

PAS BC 3110	<i>Colloquium: Issues in the Studies of the African Worlds</i>
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**III. Language:** Each student must demonstrate proficiency in any of the languages of Africa or the diaspora (in addition to English) by completing at least the fourth semester of that language, or its equivalent. This requirement is not in addition to the general foreign language requirement. Languages may include Swahili, Hausa, Arabic, French, Spanish, Dutch, and Portuguese.

**IV. Track:** Depending on her interests, each student will choose a specific disciplinary or regional specialization, and will take five courses in that specialization from among those courses designated by the Committee on Pan-African Studies. Each student will select her concentration in consultation with the adviser.

A. *Disciplinary Track* (history, anthropology, literature, politics, economics, sociology, religion, etc.): Student choosing this concentration will take an introductory course and a theory or methods in the discipline (in a Barnard or Columbia department) and three other courses related to Pan-African Studies in that discipline.

B. *Regional Track* (Africa, the Caribbean, Latin America, North America, or a sub-region of these). Students choosing this concentration will take one course in history, one course in society/culture, and three other courses related to the chosen region.

**V. Electives:** In consultation with the adviser, the student will take two electives (from among those courses designated by the Committee on Pan-African Studies).

**VI. Senior Thesis:** PAS BC 3998x and PAS BC 3999y *Directed Research*, a two-semester program of interdisciplinary research leading to the writing of the senior essay. In some

cases, a senior seminar in one of the departments may be substituted for one semester of Directed Research. (*A Guide to the Senior Thesis* is available from the director.)

The total number of courses for the major is 12, exclusive of the foreign language.

**No Minor Is Offered in Pan-African Studies.**

## COURSES OF INSTRUCTION

### **PAS BC 3004x**

#### **Introduction to Pan-African Studies: African Civilizations**

An interdisciplinary and thematic approach to major African civilizations. Focus on Oyo Yoruba, Mande, Egyptian, and Zulu civilizations from their origins to their place in the contemporary world. Topics include: oral traditional literature; religion and cultural life; political and economic history; the diaspora and post-coloniality. —L. Jackson

3 points.

II H

### **PAS BC 3006y**

#### **Introduction to Pan-African Studies: The African Diaspora**

A multi-disciplinary exploration of the historical contours of the lives of Africans in the Americas, and the contemporary social, political, economic, and cultural issues they have faced, beginning with the contacts between Africans and the Portuguese in the 15th century. —E. Edmonds

3 points.

III S

### **PAS BC 3100x**

#### **Medicine and Power in African History**

Examines medical discourse and practice in Africa, emphasizing relationships between power and medical knowledge. Topics include: African therapeutic systems, African conjurers in the New World, medicine and imperialism, representing "the sick African," the professionalization of traditional healers, and the politics of AIDS in contemporary Africa. —L. Jackson

*Prerequisite: Permission of the instructor. Limited to 15 students.*

4 points.

II S

### **PAS BC 3103y**

#### **Comparative Caribbean Women's Literature**

A comparative study of contemporary long and short fiction by Caribbean women writers, focusing on the representation of women's lives and experiences, in the works of Erna Brodber (Jamaica), Maryse Condé (Guadeloupe), Zee Edgell (Belize), Beryl Gilroy (Guyana), Merle Hodges (Trinidad), and Jamaica Kincaid (Antigua), as well as selected short stories from the English-, French-, and Spanish-speaking Caribbean. —A. N. McLoughlin

4 points.

III H

### **PAS BC 3012x**

#### **African Spirituality in the Americas**

A survey of the various African-based religious groups emerging in the Americas, and a closer examination of voodoo, Santeria, and Rastafarianism as examples of African spirituality. Various issues raised by the practice of African spirituality: the psychology of spirit possession; the practice of animal sacrifices; religion, politics and social change; race, class and gender; and religion and popular music.

—E. Edmonds

3 points. *Not offered in 1999-2000. Offered every other year.*

III H

### **PAS BC 3005x**

#### **Introduction to Caribbean Societies**

A multi-disciplinary exploration of the Anglophone, Hispanic, and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean studies (race, color and class; politics and governance; political economy, the struggle for liberation; culture and identity and migration). —E. Edmonds

3 points.

III S



**PAS BC 3100x**

**Colloquium: Issues in the Studies of the Pan-African World**

An in-depth discussion of enduring and contemporary issues in the Black experience. Each offering of this course will focus on one or a combination of the following issues or other relevant issues: approaches to the study of Africa and the African diaspora; slave systems; theories of race and race relations; gender and sexuality; family structures; black activism, social and liberation movements; arts, music and the black struggle; and Pan-Africanist thought.

4 points.

I S

**PAS BC 3112y**

**Politics and Culture in Achebe's Novels**

—A. Sidikou-Morton

4 points.

The following is only a sample selection of courses that may be applied to the major. Students should consult the departmental and program listings for course descriptions, prerequisites, and other relevant courses.

AFAS C 1001x	Intro to African-American Studies
AFAS C 3200x	African-American and African Thought
AFAS C 3300y	African Civilizations in the Americas
AFAS C 3500y	African-American Intellectual Heritage
AFAS C 3930x, y	Topics in the Black Experience (several courses)
AFAS C 3936y	Colloquium: Black Intellectuals
AFAS C 3997x-3998y	Independent Study
AFCV C1020	African Civilization
ANT V 3001	Sources of African Tradition
ANT V 3003	African Cultures in the New World
ANT V 3005y	Societies and Cultures of Africa
ANT V 3009	Peoples and Cultures of North Africa and the Middle East
ANT V 3017	Caribbean Societies in the Global System
ANT V 3024	Africa and Modernity: A Changing Continent
ANT V 3280y	Black Nationalism and the Race/Culture Dialogue in the U.S.
ANT V 3808	Ethnicity and Race
ANT V 3945	Colloquium: Colonialism and the Family in Africa
ARH W 4076x	Arts of Sub-Saharan Africa
ECO BC 2014	Topics in Economic History: Coerced and Free Transatlantic Migration — the Integration of Four Continents
ENG BC 3140y	Explorations of Black Literature, 1760-1890
ENG BC 3140, Sec. 1	Writers of the Anglophone Caribbean
ENG W 3237x	"Race" and Racism: Literary Representations of an American Crisis
ENG W 3290x	Literature of the Americas
ENG W 3400x-3401y	African American Literature I & II
ENG W 3661y	Black Women in American Culture: Black Women in the Americas
ENG W 3716y	Modern American Literature: Experiments in Black Fiction
ENG W 3740x	Studies in African-American Literature: James Baldwin
ENG W 4261	African-American Texts: The Harlem Renaissance and Beyond
ENG W 4604	Literature in the U.S., 1900-1939
ENG BC 3998	Representations of Black Womanhood
EWS BC 3144	Minority Women Writers in the United States
FRE BC 3047	Topics in French and Francophone Cultures
HIS BC 1020y	African Civilizations
HIS BC 1030	History of Southern Africa
HIS BC 1051	Survey of American Civilization to the Civil War
HIS BC 3056	The American Civil Rights Movement
HIS BC 3090	Women and Gender in Africa, 1500 to Present



HIS BC 3489	The Fourteenth Amendment and Its Uses
HIS W 3003-3004	African-American History Since 1865
HIS W 3122y	America in the Era of Civil War and Reconstruction
HIS W 3643	Slavery and Slave Resistance in the Americas
HIS W 3644y	Ethnicity and Race
HIS W 3660	Harlem: A Social and Cultural History, 1890-1965
HIS W 3740y	Telling About the South
HIS W 3881	Color, Class, and Gender in African-American History
HIS W 3931y	Slavery and Race Relations in the Americas
HIS W 4472y	North Africa and the Sahara to 1500
HIS W 4928x	West African History
MUS V 2016	Jazz
MUS V 2050y	Music 2000: Issues of Race and Ethnicity in NYC Music
POS BC 3119y	Islam and Politics
POS H 3210	France and Africa: Post-colonial Relations
POS W 3245	Race and Ethnicity in American Politics
POS W 3320	Contemporary Black Politics
POS W 3440y	Race and War
POS W 3702y	American Politics: Race and Ethnicity
POS W 4226x	American Politics and Social Welfare Policy
POS W 4496y	Comparative African Politics
PSY BC 2370	Psychological Analysis of Racism
PSY BC 3379	Psychology of Stereotyping and Prejudice
REL V 3755	African-American Religion
REL V 3780	Religion and Social Constructions of Race
REL V 3804	Black Women's Religious Experiences
REL V 3804y	Racial Politics of American Religions
SOC BC 3206	Race, Culture, and Identity
SOC BC 3904y	Music and Society: Calypso and Reggae
SOC V 3208y	The Sociology of Race
SOC V 3265	Minorities and Ethnic Groups in American Life
SOC V 3900	Blacks and Jews: A Sociological Perspective
SOC W 3945x	Seminar on Inequality and Public Policy
SPA BC 3143	Literature of the Spanish Caribbean
WMS BC 3121	Black Women in America
WMS BC 3507	Unheard Voices: African Women's Literature
WMS V 3118y	The Image of African-American Women in Film from 1900 to the Present
WMS W 3110x	Constructing Identities: Gender, Race, and Sexuality

**Professors:** Alan Gabbey (Chair), Sue Howard Larson

**Assistant Professors:** Taylor Carman, Robert Myers, Jennifer Uleman (Visiting)

**Adjunct Associate Professor:** Jeffrey Blustein

**Lecturer:** John Lad

Other officers of the University offering courses in Philosophy:

**Professors:** David Albert, Bernard Berofsky, Akeel Bilgrami, Haim Gaifman, Lydia Goehr, Patricia Kitcher, Philip Kitcher, Isaac Levi, Philip Pettit, David Sidorsky, Crispin Wright

**Associate Professors:** John Collins, Wolfgang Mann, Christia Mercer, Thomas Pogge, Carol Rovane

**Assistant Professor:** Achille Varzi

**Adjunct Assistant Professor:** Michael Kelly

The department offers a wide range of courses designed to acquaint the student with traditional and contemporary work in ethics, metaphysics, theory of meaning, aesthetics, theory of knowledge, philosophy of science, logic, and the history of philosophy. The courses are designed to facilitate student participation and each class is conceived as a workshop. The student is expected to develop a competence in techniques of conceptual analysis, argument, and the interpretation of texts.

Although it is not required for the major or a combined major, or for the minor, students who have not had previous training in philosophy are advised to take one of PHI BC 1001-1005. Credit for only one of PHI BC 1001-1005 will be given for the major or a combined major, or for the minor.

## REQUIREMENTS FOR THE MAJOR

I. A major in Philosophy consists of at least 10 courses, as follows:

1. One course on ancient or early medieval philosophy:

PHI V 1101 *The History of Philosophy I: Pre-Socratics through Augustine*

PHI V 3121 *Plato*

PHI V 3131 *Aristotle*

2. One course on early modern philosophy:

PHI V 3230 *Seventeenth-Century Philosophy: Bacon to Locke*

PHI V 3250 *Eighteenth-Century Philosophy: Locke to Kant*

3. One course in logic: PHI V 3411 *Introduction to Symbolic Logic*

4. One course in moral philosophy: PHI V 3701 *Moral Philosophy*

5. One of the following courses:

PHI BC 3483 *Theory of Meaning*

PHI BC 3501 *Theory of Knowledge*

PHI V 3601 *Metaphysics*

6-7. Two advanced seminars, to be selected from:

PHI BC 3900 *Seminar in History of Philosophy*

PHI BC 3901 *Seminar in Metaphysics and Epistemology*

PHI BC 3902 *Seminar in Moral and Political Philosophy*

8. PHI BC 3950y *Senior Research Project*

9-10. Two electives.

The sequence of courses for the major will be determined in consultation with the major

# PHILOSOPHY

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adviser. Two of the three seminars PHI BC 3900-3902 will be available in any given year, normally one in the Autumn, the other in the Spring. The two seminars selected for the major are to be taken within the period of the junior and senior years.

Philosophy combines well with several other subjects in the humanities and the sciences. Students considering a combined major including philosophy, or a double major, should consult the department chair as early in their planning as possible.

## Senior Essay

Each philosophy major is required to submit a substantial essay on a topic chosen in consultation with the department and prepared as the work for the Senior Research Project (PHI BC 3950y). The essay is to be submitted during the Spring term, but it is strongly recommended that the topic be proposed and agreed to during the Autumn term.

## REQUIREMENTS FOR THE MINOR

Five courses constitute a minor in philosophy. The courses must be selected in consultation with the department, and must not include more than one of PHI BC 1001-1005.

## COURSES OF INSTRUCTION

### PHI BC 1001-1005

#### Introduction to Philosophy

*Limited enrollment. No prerequisites.*

*3 points.*

### PHI BC 1001

#### What Is Philosophy, Anyway?

There may not be an answer, but we can discover what makes something *philosophical* through studying some of the problems that have worried philosophers past and present. —Staff

III H

### PHI BC 1002x, y

#### Ancient Texts in Greece and China

How did philosophy originate in ancient times? How does the cultural context of philosophy affect its methods, concerns and historical influence? Studying Plato, Aristotle, Confucius, Chuang Tzu, and Lao Tzu shows significant differences between two ancient traditions and raises questions about the possibility of a universal understanding of the human condition. —J. Lad

I H

### PHI BC 1003

#### Philosophy and Human Existence

Philosophy and its rootedness in fundamental concerns of the human existence. What is goodness? What is self? What can we know? Is life meaningful or meaningless? —Staff

*3 points.*

III H

### PHI BC 1004

#### Truth, Value, and Knowledge

Are there many kinds of truth, or just one? Or none? What can we know? Are value judgments true or false? Is inquiry itself guided by values? —Staff

III H

### PHI BC 1005

#### Morality, Self, and Society

How should we, as individuals, live? What would a just society be? Can disputes about moral values be settled by reason? —Staff

III H



**PHI V 1101x**

**The History of Philosophy: I**

Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. —W. Mann

3 points. III H

**PHI V 1201y**

**The History of Philosophy: II**

Exposition and analysis of the positions of the major philosophers from Aquinas through Kant. —C. Mercer

3 points. III H

**PHI V 3147y**

**Philosophical Issues of Feminist Theory**

Selected topics including essentialism, difference, rationality, method, ethics, political theory and practice, and the nature of power. —J. Uleman

*Prerequisite: one course in philosophy or women's studies, or permission of the instructor.*

3 points. I H

**PHI V 3230x**

**17th-Century Philosophy: Bacon to Locke**

Selected doctrines and issues attending "the birth of Modern Philosophy." Skepticism; empiricism and rationalism; faith and reason; perception; metaphysics; methodology; spirit and matter; moral and civic philosophy; philosophy and science. Principal thinkers are normally selected from Bacon, Hobbes, Gassendi, Descartes, Pascal, Spinoza, Leibniz, Malebranche, the Cambridge Platonists, Anne Conway, and Locke. —A. Gabbey

*Prerequisite: One philosophy course or permission of the instructor.*

3 points. III H

**PHI V 3250y**

**18th-Century Philosophy: Locke to Kant**

Selected doctrines and issues in "an Age of Enlightenment" (Kant); ideas and perception; reason and the passions; knowledge and belief; spirit and matter; deism and atheism; philosophy and science; rationalism and empiricism. Principal thinkers are normally selected from Locke, Leibniz, Newton, Berkeley, Hume, Reid, the philosophers of the French and German Enlightenments, and Kant. —Patricia Kitcher

*Prerequisite: One philosophy course or permission of the instructor.*

3 points. III H

**PHI V 3270x**

**Nineteenth-Century Philosophy: Hegel to Nietzsche**

A survey of German idealism and its critics. Topics include the nature of self-consciousness, the idea of progress in history, and the character of modern ethical and religious life. Principal thinkers are normally selected from Fichte, Hegel, Schopenhauer, Marx, Kierkegaard, and Nietzsche. —J. Uleman

*Prerequisite: One philosophy course or permission of the instructor.*

3 points. III H

**PHI V 3340y**

**Heidegger**

A study of *Being and Time* in historical context, with emphasis on Heidegger's conception of human existence as "being-in-the-world," the critique of traditional ontology, authenticity and inauthenticity, and the temporal basis of our understanding of being. —T. Carman

*Prerequisite: One philosophy course, or permission of the instructor.*

3 points. III H

**PHI BC 3364x**

**Wittgenstein**

Wittgenstein's views in relation to Frege and Russell. Discussion of the central problems in his books, e.g., logical form, truth, rule-following, privacy, certainty, and psychological concepts. —S. Larson

3 points. III H

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## **PHI V 3411x, y**

### **Introduction to Symbolic Logic**

Sentential and first-order logic; the significance of a formal system and its use for analysis of meaning and language. Technical exercises are combined with analysis and parsing of English texts. There will be a weekly required discussion section in addition to lectures. —x: A. Varzi; y: H. Gaifman  
4 points. H

## **PHI V 3501y**

### **Theory of Knowledge**

Contemporary issues in the theory of knowledge and their historical sources. —R. Myers  
*Prerequisite: One philosophy course or permission of the instructor.*  
3 points. III H

## **PHI V 3574y**

### **Philosophy and the Scientific Revolution**

Selected episodes in the Scientific Revolution (16th–18th centuries) in relation to contemporaneous and later developments in philosophy, especially philosophy of science. —A. Gabbey  
*Prerequisite: One philosophy course or permission of the instructor.*  
3 points. III H

## **PHI V 3601y**

### **Metaphysics**

A systematic treatment of some major metaphysical topics, e.g., necessity, causality, particulars and universals, personal identity. Readings from classical and contemporary authors. —B. Berofsky  
3 points. III H

## **PHI BC 3651y**

### **Philosophy of Mind**

Examination of the place of mind in the physical world. The relation of mental states to behavior and neurophysiology; problems concerning consciousness and subjectivity. —S. Larson  
3 points. III H

## **PHI BC 3690x**

### **Action, Emotion, and Rationality**

An examination of the roles of value and rationality in emotion and action, with emphasis on the topics of free will, self-deception, wishful thinking, weakness of will, and such emotions as anger, pride, shame, and guilt. Readings will be drawn from Plato, Aristotle, Hume, Freud, Sartre, Davidson, and other contemporary authors. —S. Larson  
*Prerequisite: One philosophy course or permission of the instructor.*  
3 points. III H

## **PHI V 3701x, y**

### **Moral Philosophy**

Introduction to the central problems of moral philosophy; alternative moral ideals and their philosophical formulations; the status and justification of moral judgments; reasons for action; individual rights and social justice. —x: R. Myers, y: D. Sidorsky  
*Prerequisite: One philosophy course or permission of the instructor.*  
3 points. III H

## **PHI V 3720y**

### **Ethics and Medicine**

Philosophical examination of moral issues in medical theory and practice. Analysis of the ethics of the doctor-patient relationship, e.g., informed consent, truth-telling, paternalism; topics in bioethics, e.g., abortion, euthanasia, experimentation on humans; justice and access to health care; human genetics. —J. Blustein  
*Limited enrollment by permission of the instructor. First-day attendance required.*  
3 points. III H

**PHI V 3751x****Political Philosophy**

What is politics? What are its aims, scope, and limits? What have political philosophers understood by “justice,” and what conceptions of liberty and equality have informed their theories? Authors include, but are not limited to, Hobbes, Rousseau, Hegel, Marx, Arendt, and contemporary critics and defenders of political liberalism. —J. Uleman

*Prerequisite: one course in philosophy, or Political Theory I, or Political Theory II, or permission of the instructor.*  
3 points. III H

**PHI V 3758y****Philosophy of Education**

Drawing on classical and contemporary sources, discussion will focus on the conditions necessary to produce free and responsible citizens of a just and democratic society. Readings from Plato, Rousseau, Dewey, and others. —R. Myers

3 points. III H

**PHI V 3780x****Philosophy of Law**

What is the nature of law? What is its proper scope? How does it obligate? What is guilt and how should it be treated? Readings in law, philosophy, and legal scholarship, as well as relevant works of history, fiction, and social science, in taking up these and related questions. —J. Uleman

*Prerequisite: One philosophy course or permission of the instructor.*  
3 points. III H

**PHI BC 3900-3902****Majors' Seminars**

4 points. III H

**PHI BC 3900****Seminar in the History of Philosophy**

Intensive study of a selected philosopher or philosophical issue normally within the period 16th-20th century. —Staff

**PHI BC 3901****Seminar in Metaphysics and Epistemology**

Intensive study of a selected philosopher or issue within the areas of metaphysics and epistemology, broadly construed to include such areas as philosophy of mind, philosophy of language, and philosophy of science. —Staff

**PHI BC 3902****Seminar in Moral and Political Philosophy**

Intensive study of a selected philosopher or issue within the areas of moral and political philosophy. —Staff

**PHI BC 3950y****Senior Research Project**

Preparation of the Senior Essay, a substantial project on a topic chosen in consultation with the Department and prepared under the direction of an instructor designated by the department. —Staff  
4 points.

**PPS BC 3291y****Philosophy/Psychology Seminars: Issues in Human and Animal Cognition**

What is the relation between language and thinking? How can we discern cognitive behavior in young children and non-verbal animals? Readings in cognitive ethology and in the philosophy of mind and language. —S. Larson, C. Ristau

*Prerequisite: One philosophy or psychology course or permission of the instructors.*  
4 points. III H



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PHI BC 3398x, y  
Independent Study

Open to students who wish to pursue a project on an individual basis. The study consists in a combination of readings and papers over one semester under the direction of an appropriate instructor. The project and enrollment for the course are both subject to departmental approval.

1-3 points. H

OTHER OFFERINGS

For full details of the following available courses, see the Columbia College Bulletin:

PHI V 3301x  
20th-Century Philosophy

—D. Sidorsky III H  
3 points.

PHI V 3352y  
Recent European Philosophy

—M. Kelly III H  
3 points.

PHI V 3551y  
Philosophy of Science

—D. Albert III H  
3 points.

PHI V 3786x  
Free Will and Responsibility

—B. Berofsky III H  
3 points.

PHI V 3801x  
Aesthetics on Trial

—Instructor TBA III H  
3 points.

COURSES OFFERED AT REID HALL IN PARIS

The following course is offered at Reid Hall in Paris. For additional information about the programs available, consult the *Reid Hall Programs Bulletin* available in 203 Lewisohn Hall or visit the website at <http://www.ce.columbia.edu/paris/>

Philosophy H 3550x, y  
Aspects of Contemporary French Thought

An overview of recent developments in French philosophy through analysis of contemporary positions. A critical examination of the main trends of present-day thought, including some necessary background material (Descartes, Spinoza, Nietzsche). Readings include texts by Freud, Sartre, Foucault, Deleuze, Derrida, Barthes, de Beauvoir, Conche, Debord, and Lacan. —L. Laveggi

*Recommended preparation: An introductory course in philosophy.* III H  
3 points.

**Senior Associates:** Sharon Everson, Laura Masone (Chair)

**Lecturer:** John Lad, Gail Reiken Tuzman

**Associates:** Tom Fazio, Alexis George, Sheila Stepp

## DEGREE REQUIREMENT

Students admitted as first-year students must complete two semesters of Physical Education at Barnard. One semester must be passed in the first year and the requirement must be completed by the end of the sophomore year. Sophomore and junior transfers are required to complete one semester of Physical Education at Barnard. Transfers are expected to complete their requirement by the end of the junior year. Failure to complete the requirement by the specified deadlines will result in a failing grade. Physical Education courses are graded pass/fail based on attendance and participation.

**Health Status:** Students with permanent or temporary disabilities will be individually advised and placed in a suitable activity, based upon the recommendations of the Director of Health Services.

**Curriculum:** The curriculum is organized and administered by the faculty of the Department of Physical Education. Instruction is offered in the areas of wellness, sports, aquatics, fitness, aerobics, and other specialized courses. Courses are designed to promote the development and enjoyment of lifetime motor skills which will afford opportunities to realize one's potential and to provide vigorous exercise to release tensions often generated by strong academic commitments and intense urban life.

**Intramurals:** The Physical Education Department offers an extensive intramural program which features basketball, floor hockey, indoor soccer, tennis, and volleyball. The program offers different levels of competitive play and emphasizes participation in a friendly atmosphere; activities are open to all members of the college community. For more information, contact the Director of Intramurals, 206 Barnard Hall, or call 854-6940.

**Recreation:** Recreational use of the gymnasium, swimming pool, track, and weight room is available at specified times. All students, faculty, and staff are encouraged to use the facilities. In addition, the Physical Education Department sponsors special recreational activities, such as fun runs and sports tournaments, throughout the semester.

**Intercollegiate Athletics:** The Barnard/Columbia Athletic Consortium provides the opportunity for eligible undergraduate women to compete together as members of University-wide athletic teams. Fourteen varsity sports are currently sponsored: archery, basketball, crew, cross country, fencing, field hockey, lacrosse, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, and volleyball. Governed by NCAA and Ivy League rules, all teams are Division I. Competition is scheduled with teams from the Ivy League, the metropolitan area, and the eastern region. In addition, students are eligible to qualify for state, regional, and national championships. Physical Education credit may be earned through satisfactory participation on a varsity team.

For more information, contact Merry Ormsby, Associate Director of Athletics, Columbia-Dodge Fitness Center, 854-8373, or check for information in the Physical Education Department in Room 209, Barnard Hall.

**Registration:** Registration takes place at the beginning of each semester. Information is available in the north lobby of Barnard Hall as well as in the Physical Education office. Incoming students receive information in their registration packets. After confirming registration with the Physical Education Department, students should include the Physical Education course by number, section, title, and I.D. number on final programs filed with the Registrar.

**Cross Registration:** An agreement between the Department of Physical Education of Barnard College and Columbia College permits limited enrollment of Barnard students in selected Columbia courses. Barnard students must successfully complete one Physical Education course at Barnard before they may elect a Columbia Physical Education course. Columbia College and School of Engineering students may register for designated Barnard courses during Barnard's registration period. Other Columbia University students must receive permission from the Physical Education Department to register before filing their final programs with the Registrar. Registration is not open to graduate students.

**Courses:** Classes are organized in homogeneous skill groups for optimal learning. Students are advised to register according to their own skill level: Beginning or Advanced Beginning.

## COURSES OF INSTRUCTION

### AQUATIC COURSES

**PED BC 1120x, y**

#### **Beginning Swimming**

Development of confidence and safety skills in the water. Introduction of front crawl, elementary backstroke and deep water skills. No previous experience required. *Women only.*

**PED BC 1121x, y**

#### **Advanced Beginning Swimming**

Review of safety skills, front crawl and elementary backstroke. Further development of deep water skills. Introduction of breaststroke, sidestroke and backstroke.

**PED BC 2124x, y**

#### **Aquacize**

Vertical water exercises which apply the hydrodynamic principles to increase strength and flexibility, to improve aerobic endurance, body composition and muscle tone; and enhance coordination, posture, and movement skills.

**PED BC 3125x, y**

#### **Lap Swim**

Students determine an individual training program with the instructor on a contract basis.

*Completion of one physical education course required. Swimming fitness test for class admission given prior to first class meeting.*

**PED BC 3131x**

#### **Lifeguard Training and First Aid**

Pool management, preventive life guarding, swimming and equipment rescues; leads to American Red Cross certification in Lifeguard Training, Community First Aid and CPR for the Professional Rescuer.

*Swimming test for class admission given during first class meeting.*

### SPORTS COURSES

**PED BC 1350x, y**

#### **Archery**

Techniques of shooting target archery. Individualized instruction for all levels; selection and care of equipment; safety; intraclass tournaments and novelty shoots.

**PED BC 1353x, y**

#### **Badminton**

An introduction to the basic strokes, rules, etiquette, and strategies of singles and doubles play. Advanced skills and strategies introduced as appropriate.

**PED BC 1357x, y**

#### **Bowling**

Basic techniques of spot bowling and spare conversion; scoring and game and league play.



**PED BC 1360x, y**

**Fencing**

Basic offensive and defensive foil techniques; footwork, rules, officiating, and bouting.

**PED BC 1362x, y**

**Golf**

Introduction to the game of golf through a variety of indoor drills to develop all facets of the game; includes proper club selection, effective swing techniques and the “long and short” game.

**PED BC 1364x, y**

**Beginning Tennis**

Introduction to the basic groundstrokes, serve, rules, scoring, strategies, and etiquette of singles and doubles play. Advanced skills introduced as appropriate.

**PED BC 1365x, y**

**Advanced Beginning Tennis**

Development of the volley, lob and overhead. Applications of strategies, rules, scoring, and etiquette for singles and doubles play.

*Prerequisite: Ability to successfully execute forehand, backhand and serve.*

**PED BC 1455x, y**

**Basketball**

Emphasis on the development of fundamental skills and sport-specific conditioning; rules, team play, and strategies.

**PED BC 1470x, y**

**Volleyball**

Introduction of forearm pass, overhead pass, serve and spike, and basic offensive and defensive strategies of power volleyball.

## FITNESS COURSES

**PED BC 1359x, y**

**Self-Paced Cycling**

Individualized program of aerobic exercise utilizing stationary cycles performed on a contract basis.

*Completion of one physical education course required. Cycling test for class admission given prior to first class meeting.*

**PED BC 1580x, y**

**Body Sculpting**

Introduction to strength and endurance exercises utilizing light weight and resistance bands to develop muscle definition for the upper and lower body. Emphasis on correct body placement. Flexibility work included.

**PED BC 1582x, y**

**Aerobics**

Combination low/moderate impact cardiovascular exercise performed to a variety of music. Muscle toning exercises also included.

**PED BC 1585x, y**

**Weight Training**

Introduction to principles of weight training using the Universal Weight Machine, Cybex Cable Machine and free weights. Programs tailored to individual needs.

**PED BC 1587x, y**

**Step**

Low-impact cardiovascular exercise using the Step Reebok™ bench. Muscular endurance and flexibility work included.

# PHYSICAL EDUCATION

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**PED BC 1590x, y**  
**Step/Sculpt**

A combination class in Step aerobics and body sculpting using interval training. Flexibility work included.

**PED BC 1591x, y**  
**Aerobics/Sculpt**

A combination class in aerobics and body sculpting using interval training. Flexibility work included.

**PED BC 1588x, y**  
**Intermediate/Advanced Aerobics**

Cardiovascular exercise of an intermediate to advanced level set to a variety of music. Basic steps as well as choreographed combinations are emphasized. Strength training and flexibility exercises are included.

## SPECIAL COURSES

**PED BC 1101x, y**  
**Lifetime Wellness**

Combination of lecture, discussion and activity to gain an understanding and appreciation of the inter-relationships of the components of wellness. Includes individual assessments and prescriptions for life-time improvement in the physical, mental, emotional, social, and spiritual dimensions of wellness.

**PED BC 1691x, y**  
**T'ai Chi Ch'uan**

Introduction to movement principles of T'ai Chi exercise. Instruction on the beginning postures of the Yang-style form in the teaching tradition of Professor Cheng Man-Ching.

**PED BC 1693x, y**  
**Yoga**

Introduction to basic Hatha Yoga positions which increase body awareness, flexibility and strength. Relaxation techniques are included.

**PED BC 2694x, y**  
**Intermediate Yoga**

An intermediate level Hatha Yoga course focusing on the development of the physical body through poses which increase flexibility, strength and balance. Breathing practices and meditation techniques are included.

**PED BC 2799x, y**  
**Independent Study**

Enrollment in a course of instruction not offered by the Barnard or Columbia Physical Education Departments.

*Not open to first-year or transfer students. Approval of department required. Limited to one semester.*

## DANCE

See Dance Department (page 152) for course listings. Studio dance courses may be taken to fulfill the Physical Education requirement. Dance courses taken to fulfill the Physical Education requirement do not carry academic credit.

**Professors:** Richard Friedberg (Chair), Timothy Halpin-Healy

**Assistant Professor:** Laura Kay, Reshmi Mukherjee

Other officers of the University offering courses listed below:

**Professors:** Norman Baker, Charles Hailey, Sven Hartmann, David Helfand, Wongyong Lee, Joseph Patterson, Kevin Prendergast, Frank Sciulli, Michael Shaevitz, Ed Spiegel, Michael Tuts, Yasumoto Uemura, Jacqueline van Gorkom, William Zajc

**Associate Professors:** Arlin Crotts, Jules Halpern

**Adjunct Professor:** Morgan May

From Aristotle's *Physics* to Newton's *Principia*, the term "physics," taken literally from the Greek φυσικς (= Nature), implied natural science in its very broadest sense. Physicists were, in essence, natural philosophers, seeking knowledge of the observable phenomenal world. Astronomy, a sibling science to physics, concentrated specifically on the study of natural phenomena in the heavens with the intent to understand the constitution, relative positions, and motions of the celestial bodies in our universe. Though practitioners of these disciplines have become somewhat more specialized in the past century, the spirit that guides them in their research remains the same as it was more than two millennia ago.

In cooperation with the faculty of the University, Barnard offers a thorough pre-professional curriculum in both physics and astronomy. The faculty represents a wide range of expertise, with special strength and distinction in theoretical physics, condensed matter physics, elementary particle physics, and observational astronomy.

Separate majors in physics and astronomy are offered. A major in astrophysics is also possible. Furthermore, there are many special interdisciplinary majors possible, such as biophysics, chemical physics, engineering physics, and mathematical physics. There is a physics minor as well. Students should consult members of the department early on in their undergraduate careers in order to plan the most effective course of study.

A major examination is required for both astronomy and physics; there is no senior essay required for either. Qualified seniors are invited to participate in the seniors honors program, in which they carry out a year-long research project leading to the thesis.

The department offers several quite distinct introductory sequences in physics, only one of which may be taken for credit:

1. PHY V 1051-2, *General Physics*, is a two-semester introduction to physics intended for liberal arts students. The lectures are given on the Columbia campus and the labs at Barnard. It satisfies the Barnard Laboratory Science requirement. It does not fulfill the premedical requirement or the physics requirement for any major.
2. PHY V 1201-2, *General Physics*, is satisfactory preparation for medical school and is appropriate for most non-science major premedical students. This course, devoted to algebra-based physics, is taught at Columbia in a large lecture hall setting. It is not recommended as a foundation for more advanced work in the field. PHY V 1301-2 is similar but uses calculus.
3. PHY BC 1206-8, *Physics I, II, III*, is Barnard's own three-semester, calculus-based introductory sequence in physics. Characterized by modest class sizes, it is designed specifically for Barnard women with a serious interest in any of the natural sciences or mathematics. Moreover, it is especially appropriate for majors in physics, chemistry, or biochemistry, whether premedical or not. Biology majors with some calculus background are also encouraged to take this sequence. Finally, Barnard women contemplating a major



# PHYSICS AND ASTRONOMY

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in physics or astronomy should take PHY BC 1206-7 in their first year, if possible, or in their second at the latest, to be followed by the third-semester course, *Waves and Optics*. (Beginning Autumn 1999, enrollment in PHY BC 1206-7 will be limited to 35 students.)

4. First-year students with exceptional aptitude for physics (as evidenced, for example, by scores of 4 or 5 on the advanced placement C exam) and a good mathematical background may be admitted into the Columbia-taught two-semester sequence PHY C 2801-02 *General Physics*, which replaces all three terms of the sequence for majors. Students inclined toward this sequence are strongly encouraged to consult a Barnard faculty member at the start of the term.

Students unsure about the most appropriate sequence should consult members of the department.

The following courses may be substituted for each other:

PHY BC 1206, and C 1601 with W 1691

PHY BC 1207, and C 1602 with W 1692

PHY BC 1208 and C 2601

AST V 1753-4 and C 1403-4

There is a laboratory fee of \$25 for each 1000-level physics course with a laboratory.

## REQUIREMENTS FOR THE ASTRONOMY MAJOR

The courses required for the major in astronomy are:

PHY BC 1206                      *Physics I: Mechanics*

PHY BC 1207                      *Physics II: Electricity & Magnetism*

PHY BC 1208                      *Physics III: Waves and Optics*

Students may substitute a Columbia College three-semester calculus-based introductory physics sequence with lab, as in the physics major.

Calculus through IIIS/IVA is required, with additional work in mathematics recommended. Also:

AST C 2001, 2002                *Introduction to Astrophysics I, II*

Students who have taken AST V 1753-4 (*Introduction to Astronomy I, II*) or

C 1403-4 may substitute an additional 3000-level AST course for AST C 2001-2.

Finally, students are required to take four 3000-level AST or PHY courses, including at least one of AST C 3102 or PHY W 3003 *Mechanics*, and selected so that at least six total points of 3000-level lecture classes are AST courses. Some of the AST courses offered in recent years include:

AST C 3101                      *Stellar Structure and Evolution*

AST C 3102                      *Planetary Dynamics and Physics of the Solar System*

AST C 3601                      *General Relativity, Black Holes, and Cosmology*

AST C 3602                      *Physical Cosmology and Extragalactic Astronomy*

AST C 3646                      *Observational Astronomy*

Students planning to study astronomy or astrophysics in graduate school are strongly urged to take PHY W 3003, 3007-8, 3021-G 4023, some additional courses in mathematics, and Computer Science (CSC) W 1003 *Programming in C* or W 1005 *Fortran Programming*. Note: When any of the required courses is not being given, the department will recommend appropriate substitutions.

## REQUIREMENTS FOR THE ASTRONOMY MINOR

Students who complete the Universe Semester of Biosphere2, plus an additional 2 semesters of calculus level introductory physics, receive a Minor in Astronomy.

## REQUIREMENTS FOR THE PHYSICS MAJOR

The courses required for the major in physics are:

PHY BC 1206	<i>Physics I: Mechanics</i>
PHY BC 1207	<i>Physics II: Electricity &amp; Magnetism</i>
PHY BC 1208	<i>Physics III: Waves and Optics</i>

In lieu of the above, any three-semester Columbia introductory sequence acceptable for the physics major in Columbia College will do (e.g., PHY C 1601-2, 2601, taken with PHY W 1691-3). The accelerated two-semester Columbia College sequence PHY C 2801-2 is also acceptable.

Calculus through IIS/IVA is required, with additional work in mathematics recommended; e.g., Math E 1210x,y *Ordinary Differential Equations*, APMA E 3102y *Applied Mathematics II*. The calculus sequence should be completed by the end of the sophomore year.

At the upper level:

PHY W 3003	<i>Mechanics</i>
PHY W 3007	<i>Electricity and Magnetism</i>
PHY W 3008	<i>Electromagnetic Waves and Optics</i>
PHY W 3021	<i>Quantum Physics</i>
PHY G 4023	<i>Statistical Physics</i>

are required, and a total of 6.0 points of advanced lab work, preferably PHY BC 3086 and 3088, taken concurrently with their cognate Columbia lecture courses. Alternately, students may opt for repeated enrollment in PHY W 3081, Columbia's 1.5 point EKA laboratory, or Barnard's PHY BC 3082. Finally, the student must take Computer Science W 1003 *Programming in C*, W 1005 *Fortran Programming*, or PHY W 3083 *Electronics Laboratory*.

Students planning to study physics in graduate school should include several 4000-level electives in their senior year program.

**Astrophysics Majors:** Students wishing to major in astrophysics should consult a member of the department.

## INTERDISCIPLINARY MAJORS

Special majors in, for example, biophysics, chemical physics, engineering physics, or mathematical physics are all possible and are arranged in conjunction with the relevant second department at Barnard. A student interested in such possibilities should speak to a faculty member early on (i.e., by late fall of her sophomore year) in order to permit the most effective construction of her program of study and the appropriate petition to be made to the Committee on Programs and Academic Standing. The latter is a straightforward procedure associated with the declaration of all special majors at Barnard.

## REQUIREMENTS FOR THE PHYSICS MINOR

Five courses are required for the minor in physics. They are: any three-semester introductory sequence acceptable for the major (see above); and two 3-point courses at the 3000-level.

## COURSES OF INSTRUCTION

### ASTRONOMY COURSES

#### AST V 1753x

##### Introduction to Astronomy I

An introduction to astronomy, taught at Barnard, intended primarily for non-science majors. Includes the history of astronomy, the apparent motions of the moon, sun, stars, and planets, gravitation and planetary orbits, the physics of the Earth and its atmosphere, and the exploration of the solar system. —L. Kay  
*Recommended preparation: A working knowledge of high school algebra. Suggested parallel laboratory course: AST C 1903x.*

3 points. MW 1:10–2:25

#### AST V 1754y

##### Introduction to Astronomy II

The properties of stars, star formation, stellar evolution and nucleosynthesis, the Milky Way and other galaxies, and the cosmological origin and evolution of the universe. —L. Kay  
*Recommended preparation: A working knowledge of high school algebra. Suggested parallel laboratory course: AST C 1904y.*

3 points. MW 1:10–2:25

#### AST C 1903x

##### Earth, Moon, and Planets Laboratory

This laboratory is for the lecture courses AST V 1753x or AST C 1403x. The lecture course must be taken concurrently. —D. Helfand, L. Kay  
*Corequisite: AST V 1753x or AST C 1403x.*

1 point.

#### AST C 1904y

##### Stars, Galaxies, and Cosmology Laboratory

This laboratory is for the lecture courses AST V 1754y and AST C 1404y. A lecture course must be taken concurrently. —D. Helfand

*Corequisite: AST V 1754y or AST C 1404y.*

1 point.

#### AST C 1403x

##### Earth, Moon, and Planets (lecture)

The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Life in the solar system and beyond. —D. Helfand

*Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.*

3 points. TuTh 1:10–2:25

#### AST C 1404y

##### Beyond the Solar System

Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novae and supernovae; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. —D. Helfand

*Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.*

3 points. TuTh 1:10–2:25

#### AST C 1420y

##### Galaxies and Cosmology

The content, structure, and possible evolution of galaxies. The “21-centimeter line”: the song of interstellar hydrogen. Distribution of mass, seen and unseen, in galaxies and clusters of galaxies. The origin of the universe, and the present controversy over its eventual fate. —J. van Gorkom

*Prerequisite: Working knowledge of high school algebra.*

3 points. MW 1:10–2:25



## **AST C 2001x**

### **Introduction to Astrophysics I**

The first term of a two-term, calculus-based introduction to astronomy and astrophysics. Topics include the physics of stellar interiors, stellar atmospheres and spectral classifications, stellar energy generation and nucleosynthesis, supernovae, neutron stars, white dwarfs, interacting binary stars. —J. Halpern

*Prerequisite:* A working knowledge of calculus. *Corequisite:* A course in calculus-based general physics.

3 points. TuTh 2:40–3:55

## **AST C 2002y**

### **Introduction to Astrophysics II**

Continuation of AST C 2001x. These two courses constitute a full year of calculus-based introduction to astrophysics. Topics include the structure of our galaxy, the interstellar medium, star clusters, properties of external galaxies, clusters of galaxies, active galactic nuclei, cosmology. —J. Halpern

*Prerequisite:* A working knowledge of calculus. *Corequisite:* A course in calculus-based general physics.

3 points. TuTh 2:40–3:55

## **AST C 2900y**

### **Frontiers of Astrophysics Research**

Several members of the faculty will each offer a brief series of talks providing context for a current research topic in the field and will then present recent results of their ongoing research. Opportunities for future student research collaboration will be offered. Grading is Pass/Fail. —J. Patterson and Staff

1 point. F 11:10–12:00

## **AST C 3101**

### **Stellar Structure and Evolution**

The physics of stellar structure, stellar atmosphere, nucleosynthesis, stellar evolution, interacting binary stars, white dwarfs, and neutron stars. —N. Baker

*Prerequisite:* One year of calculus-based general physics.

3 points. MW 1:10–2:25

## **AST C 3102**

### **Planetary Dynamics and Physics of the Solar System**

Orbital dynamics, planetary rings, planetary atmospheres, interiors of terrestrial and Jovian planets, comets, and the solar wind. —J. Prendergast

*Prerequisite:* A working knowledge of calculus and university-level introductory physics.

3 points. MW 1:10–2:25

## **AST C 3601x**

### **General Relativity, Black Holes, and Cosmology**

An introduction to general relativity, Einstein's geometrical theory of gravity. Special relativity, tensor calculus, the Einstein field equations, the Friedmann equations and cosmology, black holes, gravitational lenses and mirages, gravitational radiation, and black hole evaporation. —E. Spiegel

*Prerequisite:* One year of calculus-based general physics.

3 points. TuTh 1:10–2:25

## **AST C 3602y**

### **Physical Cosmology and Extragalactic Astronomy**

Presents the standard hot big-bang cosmological model and modern observational results which test it. Topics include the Friedmann equations, the standard model of particle physics, the age of the universe, primordial nucleosynthesis, the cosmic microwave background, the extragalactic distance scale, modern observations. —A. Crotts

*Prerequisite:* One year of calculus-based general physics.

3 points. TuTh 2:40–3:55

## **AST W 3461x**

### **Order and Disorder in Nature**

*Prerequisite:* Math V 1102 or the equivalent, or permission of the instructor.

3 points. Not offered in 1999-2000.

## **AST C 3997x and C 3998y** **Independent Research**

A variety of research projects conducted under the supervision of members of the faculty. Observational, theoretical, and experimental work in galactic and extragalactic astronomy and cosmology. The topic and scope of the work must be arranged with a faculty member in advance: a written paper describing the results of the project will be required at its completion. (A two-semester project can be designed so that the grade YC is given after the first term.) Senior majors in Astronomy or Astrophysics wishing to do a Senior Thesis should make arrangements in May of their junior year and sign up for a total of six points over their final two semesters. Both a substantial written document and an oral presentation of thesis results will be required.

3 points.

## **Astronomy-Physics-Geology C 1234x-1235y** **The Universal Timekeeper: An Introduction to Scientific Habits of Mind**

—D. Helfand

Prerequisite for C 1235y is C 1234x.

3 points. Not offered in 1999-2000.

For description of other astronomy courses, see the *Columbia College Bulletin*.

## **UNIVERSE SEMESTER AT BIOSPHERE2**

UNIVERSE Semester is an intensive astronomy/astrophysics program for undergraduates, conducted at Columbia's Biosphere2 site near Oracle, Arizona in the fall semester. A parallel program in the Environmental Science, EARTH Semester, has operated for the past 3 years. The program offers an innovative learning environment in a dark-sky desert wilderness, and abundant opportunities for research using Biosphere2 telescopes as well as the large (up to 96-inch) professional telescopes in the mountains near Tucson. The program will offer advanced courses suitable for astronomy/physics majors, as well as more introductory courses for adventurous liberal arts majors. UNIVERSE Semester students receive 16 points of Barnard credit, with a specific courses designed as alternative versions of familiar Columbia courses in astronomy/physics. Designated courses from the UNIVERSE Semester can be used to satisfy the Barnard laboratory science and quantitative reasoning requirements. Students who complete a year of Calculus Physics (e.g., BC PHYS 1206-1207) in addition to the UNIVERSE Semester at Biosphere2 can receive a Minor in Astronomy.

## **PHYSICS COURSES**

### **PHY V 1051x, 1052y** **Elementary Physics**

An introduction to physics with emphasis on quantum phenomena, relativity, and models of the atom and its nucleus. —Lecture: C. Hailey; lab: R. Friedberg

No previous background in physics is expected; high school algebra is required. Includes laboratory given by Barnard. Satisfies the Barnard science requirement, but not the physics requirement for admission to medical school.

4 points. Lecture: MW 2:40–3:55

### **PHY BC 1091x, 1092y** **The Elementary Physics Laboratory**

The laboratory of V 1051, 1052 without the lecture. Students taking C 1001-1002 with BC 1091-1092 are doing the same thing as if they had registered for V 1051-1052 except that they receive separate grades for the lecture and lab.

1 point.

### **PHY V 1201x, 1202y** **General Physics**

Mechanics, heat, electricity, magnetism, optics, and modern physics. —F. Sciulli

No prerequisite. Non-calculus-based approach. Should be taken with accompanying lab PHY V 1291x, 1292y. Satisfies requirements for medical school.

3 points. MW 11:00–12:15

**PHY BC 1206x**

**Physics I: Mechanics**

Fundamental laws of mechanics. Kinematics, Newton's laws, work and energy, conservation laws, collisions, rotational motion, oscillations, gravitation. —R. Mukherjee

*Corequisite: Calculus I or the equivalent. Limited to 35 students.*

4.5 points. TuTh 10:30–11:50 Laboratory TBA

**PHY BC 1207y**

**Physics II: Electricity and Magnetism**

Charge, electric field, and potential. Gauss's law. Circuits: capacitors and resistors. Magnetism and electromagnetism. Induction and inductance. Alternating currents. Maxwell's equations. —R. Mukherjee

*Prerequisite: Physics BC 1206x or the equivalent. Corequisite: Calculus II. Limited to 35 students.*

4.5 points. TuTh 10:30–11:50 Laboratory TBA

**PHY BC 1208x**

**Physics III: Waves and Optics**

Classical wave phenomena: slinkies, strings, sound, water, light, rainbows, Green Flash; geometrical optics; interference, diffraction. —T. Halpin-Healy

*Prerequisites: Physics BC 1207y or the equivalent. Corequisite: Calculus III.*

4.5 points. Laboratory TBA

**PHY V 1900x, y**

**Seminar in Contemporary Physics and Astronomy**

Lectures on current areas of research with discussions of motivation, techniques, and results, as well as difficulties and unsolved problems. Each student submits a written report on one field of active research. —Y. Uemura

*Prerequisite or corequisite: Any 1000-level course in the Physics or Astronomy departments. This course may be repeated for credit only with the instructor's permission.*

1 point.

**PHY C 2801x, 2802y**

**General Physics**

Mechanics, heat, electricity, magnetism, and light. —M. Tuts

*Prerequisite: Advanced placement in mathematics or some knowledge of differential and integral calculus and permission of the departmental representative. (A special placement meeting is held during Orientation Week.)*

4 points. MW 1:10–3:00

**PHY W 3003x**

**Mechanics**

Newtonian mechanics. Oscillations and resonance. Conservative forces and potential energy. Central forces. Non-inertial frames of reference. Rigid body motion. Introduction to Lagrangian mechanics.

Coupled oscillators and normal modes. —M. Shaevitz

*Prerequisites: General physics and integral calculus.*

3 points. MW 11:00–12:15

**PHY W 3007y**

**Electricity and Magnetism**

Electrostatics and magnetostatics. Laplace's equation and boundary-value problems. Multipole expansion. Dielectric and magnetic materials. Faraday's law. AC circuits. Maxwell's equations. Lorentz covariance and special relativity. —T. Halpin-Healy

*Prerequisites: BC 1207 or the equivalent, and differential and integral calculus.*

3 points. MW 11:00–12:15

**PHY W 3008x**

**Electromagnetic Waves and Optics**

Maxwell's equations and electromagnetic potentials. The wave equation. Propagation of plane waves. Reflection and refraction. Geometrical optics. Transmission lines, wave guides, and resonant cavities.



Radiation. Interference of waves. Diffraction. —W. Lee

*Prerequisite:* W 3007y.

3 points. MW 9:35–10:50

## **PHY W 3021y**

### **Quantum Physics**

Wave-particle duality and the Uncertainty Principle. The Schrödinger equation. Basic principles of the quantum theory. Energy levels in one-dimensional potential wells. The harmonic oscillator, photons, and phonons. Reflection and transmission by one-dimensional potential barriers. Applications to atomic, molecular, and nuclear physics. —M. Shaevitz

*Prerequisite:* BC 1208 or C 1802 or the equivalent.

3 points. MW 1:10–2:25

## **PHY W 3072y**

### **Seminar in Current Research Problems**

A detailed study of a selected field of active research in physics. The motivation, techniques, and results obtained to the present, as well as the difficulties and unsolved problems. —Instructor TBA

*Open only to senior majors. May be taken for Pass/D/Fail credit only.*

2 points. W 4:10–5:25

## **PHY W 3081x, y**

### **Intermediate Laboratory Work**

The laboratory has available 12 individual experiments, of which two are required for 1.5 points. Each experiment is chosen by the student in consultation with the instructor. Registration in each section is limited by the laboratory capacity. Experiments (classical and modern) cover electricity, optics, and atomic and nuclear physics topics. —S. Hartmann, M. May

*For junior and senior physics majors. May be repeated for credit by performing different experiments.*

1.5 points.

## **PHY BC 3082x, y**

### **Advanced Physics Laboratory**

Barnard College physics laboratory has available a variety of experiments meant to complement 3000-level lecture courses. Each experiment requires substantial preparation, as well as written and oral presentations. *Quantum experiments:* hydrogenic spectra,  $h/e$  measurement, Frank-Hertz apparatus, electron diffraction. *E&M experiments:* transmission line solitons, Faraday rotation, Michaelson interferometer, Fresnel diffraction. *Elementary particle experiments:* detectors, cosmic ray triggers, muon lifetime. *Numerical experiments:* statistical physics, chaos. —T. Halpin-Healy

*To be taken concurrently with W 3021y and W 3008x.*

1.5 points.

## **PHY W 3083x, y**

### **Electronics Laboratory**

Experiments in solid state electronics, with introductory lectures. —W. Zajc

*Permission of the instructor required. Corequisite:* W 3003 or W 3007. *Registration is limited to the capacity of the laboratory.*

2 points. MW 1:10–4:00

## **PHY V 3086y**

### **Quantum Physics Laboratory**

Experiments illustrating phenomenological aspects of the early quantum theory—(i) Hydrogenic Spectra: Balmer Series & Bohr-Sommerfeld Model; (ii) Photoelectric Effect: Millikan's Determination of  $h/e$ ; (iii) Franck-Hertz Experiment; and (iv) Electron Diffraction Phenomena. Substantial preparation required, including written and oral presentations, as well as an interest in developing the knack and intuition of an experimental physicist. This course is best taken concurrently with the Columbia offering PHY W 3021y *Quantum Physics*. —T. Halpin-Healy

3 points.

**PHY V 3088x**

**Advanced Electromagnetism Laboratory**

Classical electromagnetic wave phenomena via Maxwell's equations, including—(i) Michaelson & Fabry-Perot Interferometry, as well as thin-film interference and elementary dispersion theory; (ii) Fraunhofer Diffraction (and a bit of Fresnel); (iii) Wireless Telegraphy I: AM Radio Receivers; and (iv) Wireless Telegraphy II: AM Transmitters. The last two labs pay homage to relevant scientific developments in the period 1875-1925, from the discovery of Hertzian waves to the Golden Age of Radio. This course complements the Columbia offering PHY W 3008x *Electromagnetic Waves & Optics*. —T. Halpin-Healy  
3 points.

**PHY V 3500x, y**

**Supervised Readings in Physics**

Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor. —Staff

*Prerequisite:* Written permission of the faculty member who agrees to act as supervisor and the permission of the departmental representative.

3 points.

**PHY V 3900x, y**

**Supervised Individual Research**

For specially selected students, the opportunity to do a research problem in contemporary physics under the supervision of a faculty member. Each year several juniors are chosen in the spring to carry out such a project beginning in the autumn term. A detailed report on the research is presented by the student when the project is complete. —Staff

*Permission of the departmental representative required.*

1 to 5 points a term.

**PHY G 4003y**

**Advanced Mechanics**

Lagrange's formulation of mechanics. The calculus of variations and the action principle. Hamilton's formulation of mechanics. Applications to rigid body motion and normal modes. —R. Friedberg

*Prerequisite:* W 3003.

3 points. MW 9:35–10:50

**PHY G 4021x**

**Quantum Mechanics**

The formulation of quantum mechanics in terms of state vectors and linear operators. Three-dimensional spherically symmetric potentials. The theory of angular momentum and spin. Identical particles and the exclusion principle. Methods of approximation. Multi-electron atoms. —A. Caldwell

*Prerequisites:* W 3003, W 3007, W 3021.

3 points. TuTh 10:35–11:50

**PHY G 4023x**

**Thermal and Statistical Physics**

Thermodynamics, kinetic theory, and statistical mechanics. Energy and entropy. Classical and quantum statistics. Ideal and real gases. Black-body radiation. Chemical equilibrium. Phase transitions.

Ferro-magnetism. —Instructor TBA

*Prerequisite:* W 3021x.

3 points. TuTh 9:00–10:15

For a description of other courses, see the *Columbia College Bulletin*.

**PHY W 1201y, 1202x**

**General Physics**

3 points.

**PHY C 1291x, 1292y**

**General Physics Laboratory**

Laboratory to accompany V 1201, 1202.

1 point.

**Professors:** Demetrios J. Caraley (Janet H. Robb Professor), Dennis G. Dalton, Michael X. Delli Carpini<sup>1</sup>, Ester R. Fuchs<sup>1</sup>, Peter H. Juviler, Richard M. Pious (Adolf S. and Effie E. Ochs Professor and Chair)

**Visiting Associate Professors:** Paula Franzese, Kathleen Knight

**Assistant Professors:** Linda J. Beck, Elizabeth J. Friedman, Kimberly Johnson, Xiaobo Lu, Lorraine C. Minnite, J. Phillip Thompson, Kimberly M. Zisk

**Lecturers:** Flora Davidson, John H. Glascock

**Departmental Administrator:** Nell Dillon-Ermers

Other officers of the University offering courses listed below:

**Professors:** Lisa Anderson, David A. Baldwin, Brian Barry, Thomas P. Bernstein, Richard Betts, Douglas A. Chalmers, Jean Cohen, Gerald L. Curtis, John Elster, Julian H. Franklin, Robert Jervis, David Johnston, Ira Katznelson, Mark Kesselman, Robert Legvold, Helen Milner, Andrew Nathan, Richard Nelson, John Gerard Ruggie, Warner R. Schilling, Robert Shapiro, Jack Snyder

**Associate Professors:** Charles Cameron, David Epstein, Steven Heydemann, John Huber, Arvid Luskauskas, Anthony Marx, Sharyn O'Halloran, Steven Solnick

**Assistant Professors:** Consuelo Cruz, David L. Downie, V. Page Fortna, Robert C. Lieberman, Walter Mattli, Nolan McCarty, Nadia Urbinati, Robert M. Uriu, Gregory Wawro

<sup>1</sup>Absent on leave 1999-2000.

The purpose of the study of political science is to develop understanding of the basic political institutions and processes in human society. This understanding involves analysis and evaluation of political systems and public policies in the context of the challenges they face and the changes they undergo. The major is designed to equip the student to play an effective role as citizen in a democratic political order, to participate more actively in political life as public or party official, civil servant, lawyer, or political commentator, or to undertake graduate training in political science in preparation for a career in college teaching. Students interested in public service careers should inquire about the two five-year joint-degree programs at Columbia University's School of International and Public Affairs (SIPA): the Graduate Program in Public Policy and Administration (MPA) and the Master of International Affairs Program (MIA).

## REQUIREMENTS FOR THE MAJOR

A student majoring in Political Science is required to take a minimum of nine semester courses from the department's listed offerings, including:

A. Political Science BC 1001

*Dynamics of American Politics*

B. One of the following courses:

Political Science V 1501

*Introduction to Comparative Politics*

Political Science V 1601

*International Politics*

Political Science BC 1013

*Political Theory*

C. Two colloquia or other courses requiring a research paper from among those courses designated by an asterisk (\*); and

D. Two semesters of research seminar for the senior thesis (see below).

In order to have the opportunity for independent specialized work in depth, and to explore more fully the techniques of scholarly investigation, both majors and concentrators are required to write a senior thesis as part of the work for the required two-semester research seminar (either Political Science BC 3761-BC 3762 *Research Seminar*, or V 3711-V 3712 *Research Seminar in American Politics*).



The department's requirements are flexibly drawn to permit a major, in consultation with her adviser, to plan an overall program that, while providing some background in various areas of government and politics, can place special emphasis on such particular interests as the American political system (including its urban subsystem), foreign political systems, international relations, or political theory.

Departmental approval must be granted for transfer courses used toward the major. Only three transfer courses may be counted.

REQUIREMENTS FOR URBAN STUDIES MAJORS  
WITH POLITICAL SCIENCE CONCENTRATION

A student majoring in Urban Studies with a concentration in Political Science is required to take a minimum of six semester courses, including:

Political Science BC 1001	<i>Dynamics of American Politics</i>
Political Science V 3313	<i>American Urban Politics</i>

Two from the following courses:

Political Science BC 3322	<i>The American Congress</i>
Political Science BC 3326	<i>Colloquium on Civil Rights and Liberties</i>
Political Science BC 3327	<i>Colloquium on the Content of American Politics</i>
Urban Studies BC 3535- BC 3537	<i>Colloquium—Workshop in Urban Administration and Management</i>
Political Science G 8232	<i>Colloquium on Urban Politics, Policymaking, and Administration</i>

Two semesters of research seminar for the senior thesis.

REQUIREMENTS FOR THE MINOR

A student minoring in Political Science is required to take a minimum of five semester courses, including Political Science BC 1001.

COURSES OF INSTRUCTION

In addition to Barnard offerings, the following list includes the titles and instructors of selected Columbia offerings for the 1999-2000 academic years. For detailed descriptions of these courses, see the *Columbia College Bulletin*.

GENERAL COURSES

Courses listed under this heading may be taken without previous study of political science.

**POS BC 1001x, y**  
**Dynamics of American Politics** (formerly BC 3001)

Examination of the dynamics of the American political system at the national level, including political participation elections, political parties, and national political institutions: the Presidency, the Congress, and the Judiciary. —M. X. Delli Carpini, R. Pious  
*Credit is not granted for both this course and POLS W 1201.*  
3 points. III S

**POS BC 1013x, 1014y**  
**Political Theory I, II** (formerly BC 3013, 3014)

Major texts of political theory from Plato to the present. Emphasis on comparison of basic concepts such as those of human nature and the ideal society, freedom and authority, equality and leadership, methods of creating change. —D. Dalton  
*POS BC 1013 is a prerequisite for BC 1014. No credit is given for BC 1014 unless BC 1013 has been satisfactorily completed.*  
3 points. S

## POS V 1501x, y

### Introduction to Comparative Politics (formerly V 3501)

An introduction to major issues and theories in comparative politics, democratization, and human rights. —x: D. Chalmers; y: E. Friedman

3 points. Discussion sections TBA.

I S

## POS V 1601x, y

### International Politics (formerly V 3601)

Setting and dynamics of global politics; application of theories of international relations to selected historical and contemporary problems. —x: K. Zisk; y: R. Jervis

3 points. Discussion sections TBA.

I S

## LECTURE COURSES

### AMERICAN GOVERNMENT AND POLITICS

## POS V 3313y

### American Urban Politics

Patterns of government and politics in America's large cities and suburbs. Urban socioeconomic environment; influence of party leaders, local officials, and social and economic notables; racial, ethnic, and other interest groups; the press, the general public, and federal and state governments; the impact of urban government on ghetto and other urban problems. —J. P. Thompson

3 points.

III S

## POS BC 3335y

### Mass Media and American Democracy

An examination of the structure of the mass media in the United States and their impact on the political and social beliefs, opinions, and behaviors of both the mass public and political elites. Particular attention will be paid to the tension that forms between the potential for an informed citizenry and the potential for a manipulated public. —Staff

*Prerequisite:* POS BC 1001 or the equivalent. Not open to students who have taken POLS W 4220.

3 points.

III S

## POS BC 3336x, y

### Workshop in Mass Media and Politics

Students intern at mass media organizations in New York City (newspapers, magazines, television, and radio stations, etc.) while doing readings in media and politics. Reading lists are tailored to specific internships. Students meet every other week with instructor to discuss readings and connect them to internship experiences. Research paper required.

*Junior or senior status: Prearrange internship through the Office of Career Development. Prerequisite or corequisite:* POS BC 3335 or the equivalent. *Permission of the instructor required.*

2 points. Not offered in 1999-2000.

## POS W 4311x

### American Parties and Elections

The changing role of political parties and elections in the American political system. The historical development of party conflict; the structure of party organization at the local and national levels; the roles of party and the media during presidential elections; who votes and why; and the future of American political parties. —Instructor TBA

3 points.

III S

## POS W 4316x

### The American Presidency

Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. —R. Pious

*Prerequisite:* BC 1001 or the equivalent.

3 points.

III S

<b>POS W 4321y</b> <b>The Constitutional Law of Presidential-Congressional Relations</b> Examination of the constitutional issues involved in presidential-congressional relations, including assertions of presidential emergency powers, control of the administrative agencies, congressional investigations and the independent counsel, and the constitutional law of presidential diplomatic and war powers. —R. Pious 3 points.	III S
<b>POS W 3245x</b> <b>Race and Ethnicity in American Politics</b> —J. P. Thompson <i>Prerequisite: POS BC 1001 or permission of the instructor.</i> 3 points.	III S
<b>POS V 3320x</b> <b>Contemporary Black Politics</b> 3 points. Not offered in 1999-2000.	III S
<b>POS W 3322y</b> <b>The American Congress</b> —G. Wawro <i>Prerequisite: BC 1001 or the equivalent.</i> 3 points.	
<b>POS W 3399x</b> <b>The Supreme Court and American Politics</b> —A. Westin <i>Prerequisite: Sophomore standing.</i> 3 points.	III S
<b>POS W 3400x</b> <b>Law and Politics of Civil Liberties</b> 3 points. Not offered in 1999-2000.	III S
<b>POS W 4226x</b> <b>American Politics and Social Welfare Policy</b> —R. Liebman 3 points.	III S
<b>POS W 4290y</b> <b>Themes in 20th-Century American Politics and Society</b> —I. Katznelson 3 points.	III S
<b>COMPARATIVE POLITICS AND FOREIGN GOVERNMENT</b>	
<b>POS BC 3007y</b> <b>Modern Political Movements</b> Causes, structures, and strategies of 20th-century political movements with particular reference to issues of imperialism, nationalism, gender, and race. Case studies of Indian nationalism, Nazism, Bolshevism, and the women's and civil rights movements. —Staff 3 points.	I S
<b>POS BC 3424x</b> <b>Asian Politics</b> A survey of origins, development, and dynamics of politics in post-war Asia, with a focus on countries in East and Southeast Asia. Examines political institutions, cultures, and processes in these countries. —X. Lu <i>Prerequisite: POS V 1501 or permission of the instructor.</i> 3 points. Not offered in 1999-2000.	II S



**POS V 3620x**

**Introduction to Contemporary Chinese Politics**

An introduction to some basic aspects and major events in Chinese political life under the communists since 1949, focusing on the post-Mao reform period since 1978. Examination of economic and political development in China in a broader context of global transition from authoritarianism and state socialism. —X. Lu

*Prerequisite:* POS V 1501 or POS BC 3424 or permission of the instructor.

3 points. Not offered in 1999-2000.

II S

**POS W 4402y**

**The Political Community**

Political communities past and present, in theory and practice, democratic and otherwise. Nostalgic, utopian, and existing communities, local, national, and transnational. Debates over individual rights and community responsibilities; group and shared ethnic group identities. Stability, breakdown, and formation of political communities and political systems and their relationship. —P. Juviler

*Prerequisite:* POS V 1501 or BC 1013 or the equivalent.

3 points.

I S

**POS W 4435x**

**Political Corruption and Governance**

A survey of the social science discourse on political corruption in the contemporary world and its relationship to political and economic development. Exploration of questions concerning political corruption—its causes, consequences, patterns, and effective mechanisms to reduce, contain, and eliminate corruption. —X. Lu

*Prerequisite:* POS V 1501 or its equivalent. Additional courses in comparative politics are recommended, but not required. Open to undergraduate students with sophomore standing and graduate students.

3 points.

I S

**POS W 4461x**

**Latin American Politics**

Comparative theoretical and empirical analysis of political development and regime change in the region through close study of the interrelated nature of polity, society, and economy in selected cases. —E. Friedman

*Prerequisite:* POS V 1501, W 3502, or permission of the instructor.

3 points.

III S

**POS W 4496y**

**Contemporary African Politics**

Topics include the transition from colonialism to independence, ethnic and class relations, the state, strategies for development, international influences, and case studies of selected countries. —L. Beck

*Prerequisite:* POS V 1501 or the equivalent or permission of the instructor.

3 points.

II S

**POS W 3502x**

**Political Change in the Third World**

—A. Marx

3 points.

I S

**POS W 3510y**

**Democracy and Authoritarianism**

—D. Chalmers

3 points. Not offered in 1999-2000.

I S

**POS W 4420x**

**Politics in Advanced Capitalism in Western Europe and the U.S.**

—M. Kesselman

*Mandatory discussion section.*

3 points.

III S

INTERNATIONAL RELATIONS AND FOREIGN POLICY

POS BC 3012y

The United Nations in International Politics

Examination of the purposes, structures, roles, and achievements of the United Nations, focusing on contemporary issues: peacekeeping, sanctions, humanitarian aid, economic development, and international law. Attention is paid to conflict and cooperation between states in the General Assembly and Security Council, the influence of NGOs, and the operation of the bureaucracy. —K. Zisk

Prerequisite: POS V 1601 or permission of the instructor.

3 points. S

POS V 3675y

Russia and the West

An exploration of Russia's ambiguous relationship with the West, focusing on the political, cultural, philosophic, and historical roots of this relationship, as well as its foreign policy consequences. Cases are drawn from tsarist, Soviet, and post-Soviet periods. Special emphasis is placed on issues of political economy and international security. —K. Zisk

Prerequisite: POS V 1601 or permission of the instructor.

3 points. Not offered in 1999-2000. III S

POS W 3613x

International Politics and the Environment

—D. Downie

3 points. I S

POS W 3630x

The Politics of International Economic Relations

—W. Mattli

3 points. I S

POS W 3631x

American Foreign Policy

—D. Baldwin

3 points. III S

POS W 4808x

Weapons, Strategy, and War

—W. Schilling

3 points. I S

POS W 4812x

American Strategies in World Politics

—W. Schilling

3 points. Not offered in 1999-2000. III S

POS W 4842y

Conflicts and Conflict Resolution in the Middle East

—N. Weinberger

Prerequisite: POS V 1501 or V 1601 or permission of the instructor.

3 points. II S

POS W 4846x

International Politics of the Middle East

—Instructor TBA

3 points. II S

**POS W 4871y**  
**Chinese Foreign Policy**  
—A. Nathan  
3 points. II S

**POS W 4882x**  
**The Foreign Policies of the Post-Soviet States**  
—R. Legvold  
3 points. III S

**POLITICAL THEORY**

**POS W 4133x**  
**Foundations of Political Thought: Classical and Medieval**  
—J. Franklin  
3 points. Not offered in 1999-2000. I S

**POS W 4134y**  
**Modern Political Thought**  
—J. Franklin  
3 points. I S

**POS W 4612y**  
**Contemporary Continental Political Thought**  
—J. Cohen  
3 points. III S

**COURSES IN QUANTITATIVE METHODS**

**POS BC 3345y**  
**Statistical Analysis of Politics and Policy**  
Use of the microcomputer, including SPSS and electronic spreadsheets, in analysis of problems in the political process and public policy; practical applications in statistical analysis. —Staff  
*Satisfies Quantitative Reasoning requirement. Recommended prerequisite: POS BC 1001.*  
4 points. Not offered in 1999-2000.

**Urban Studies UST BC 3200x**  
**Program Evaluation: Methods and Case Studies**  
An introduction to the approaches and methodology of program evaluation. Issues addressed: planning, program evaluation, process and outcome assessment, and benefit/cost critiques. Case studies will provide real-world examples of program evaluation techniques. Includes instruction on statistical techniques and computer software. Guest speakers will discuss urban programs in New York City in which they are involved. —W. McAllister  
*Satisfies Quantitative Reasoning requirement. Recommended prerequisite: POS BC 1001.*  
3 points.

**POS W 4209x**  
**Game Theory and Political Theory**  
—D. Epstein  
3 points.

**POS W 4910x**  
**Principles of Quantitative Political Research**  
—R. Shapiro  
4 points.

**POS W 4911y**  
**Analysis of Political Data**  
—R. Shapiro  
4 points.



## COLLOQUIA

Admission to any colloquium is limited to 16 students. Students must apply through the Political Science Department office during the preceding semester.

**\*POS BC 3118y****Colloquium on Problems in International Politics**

Readings, discussions, and presentations on selected problems in international politics. — K. Zisk

*Prerequisite: POS V 1601 or the equivalent. Admission by application only.*

4 points.

I S

**\*POS BC 3119x****Colloquium on Islam and Politics**

Examination of how Islam shapes political institutions and attitudes. Analysis of Islam as religious doctrine and political ideology in six Muslim societies. Discussion of transnational issues of Islam and politics, including the status of women in Muslim societies, fundamentalism, and the “Islamic threat” in the post–Cold War era. —L. Beck

*Prerequisite: POS V 1501 or the equivalent. Admission by application only.*

4 points.

II S

**\*POS BC 3221x****Colloquium on Politics and Human Rights in Post-Soviet Systems**

The ordeal of freedom in Russia and other post-Soviet states. Continuity and change in theory and practice of human rights in domestic and foreign policy. This experience as a test of the universality of democracy and human rights. —P. Juviler

*Prerequisite: POS V 1501 or BC 3007, or Soviet politics or history. Admission by application only.*

4 points.

I S

**\*POS BC 3326x****Colloquium on Civil Rights and Liberties**

Exploration of some currently evolving civil rights and liberties, primarily through analysis of Supreme Court decisions and pending cases. Topics include race and sex discrimination; sexual harassment; desegregation; affirmative action; freedom of expression, including pornography and “hate speech”; and abortion. —P. Franzese

*Prerequisite: POS BC 1001 or equivalent. Admission by application only.*

4 points.

III S

**\*POS BC 3327x****Colloquium on Content of American Politics**

Readings, discussions, and research on contemporary issues in American politics. Specific topics vary each semester, but have included the politics of race, the consequences of federalism, and the politics of the 1960s and its impact on contemporary politics. —Staff

*Prerequisite: POS BC 1001 or equivalent. Admission by application only.*

4 points.

III S

**\*POS BC 3331y****Colloquium on American Political Decisionmaking**

Readings on decisionmaking, policy analysis, and the political setting of the administrative process. Students will simulate an ad hoc Cabinet Committee assigned to prepare a presidential program to deal with aspects of the foreign aid program involving hunger and malnutrition. —R. Pious

*Admission by application only.*

4 points.

I S

**\*POS BC 3333x****Colloquium on Policy Analysis: The Politics of Jobs Policy**

Examination and analysis of the political, economic, historical, and pragmatic factors which shape government employment policy today. Includes critical exploration of the economic assumptions that underpin government jobs policy and the way we do business, changes in the private sector that impact on the number and nature of available jobs, and the global business environment in which

American business and workers must compete. —Staff

*Prerequisite:* POS BC 1001 or equivalent. *Admission by application only.*

4 points. Not offered in 1999-2000.

III S

**\*POS BC 3400x**

**Colloquium on Women, Gender, and Latin American Politics**

Readings, discussions, and research on the roles of women and gender in Latin American politics. Topics include: the interaction of gender relations and regime type (revolutionary, authoritarian, democratic); how class, race and ethnicity, sexuality, regional solidarity, national politics, and international opportunities influence women's organizing; and the development and characteristics of Latin American feminism. —E. Friedman

*Prerequisite:* POS V 1501 or equivalent. *Admission by application only.*

4 points. Not offered in 1999-2000.

III S

**\*POS BC 3410y**

**Colloquium on Human Rights in a Diverse World**

Exploration of the nature of human rights and questions of their validity and relevance, protection and redefinition, in this world of cultural diversity and diversity of national interests. —P. Juviler

*Open to juniors and seniors of Barnard and Columbia by application in November through the Barnard Political Science office, Lehman Hall.*

4 points.

I S

**\*POS BC 3414y**

**Colloquium on Women, Gender, and the Third World**

An exploration of the impact of changing models of economic development, religious and national movements, and political regimes on gender relations in the Third World through the lens of women's experiences. It draws on comparative case material from Africa, Asia, the Middle East, and Latin America. —E. Friedman

*Prerequisite:* POS V 1501, W3502, WMS V 1001 or equivalent. *Admission by application only.*

4 points.

III S

**\*POS BC 3416y**

**Colloquium on Personality and Politics**

Readings, discussion, and research on the role of personality in shaping political behavior, with special attention to the impact of personality in political leaders. —F. Davidson

*Admission by application only.*

4 points. Not offered in 1999-2000.

III S

**\*POS BC 3423y**

**Colloquium on Nonviolence**

Nature and dynamics of nonviolent action, especially when it is directed at gaining political and social change. Focus on Mahatma Gandhi's theory and practice of nonviolence in South Africa and India, 1906-1947. Comparison of this example with other instances of nonviolent action in 20th-century America and Europe. —D. Dalton

*Prerequisites:* POS BC 1013, BC 1014, and BC 3007. *Admission by application only.*

4 points.

I S

**\*POS BC 3425x**

**Colloquium on the Politics of Development in East Asia**

Designed to inform students about the politics of development in one of the world's most rapidly growing regions – East Asia (Japan, China, Korea, and Taiwan), focusing on the role of the state in economic development. —X. Lu

*Prerequisite:* POS V 1501 or the equivalent. *Admission by application only.*

4 points.

II S

**\*POS BC 3433x**

**Colloquium on Concepts of Democratic Political Theory**

A study of the great books of political theory from Plato to the Federalist Papers to examine concepts

such as power, elitism, democracy, tyranny, liberty, justice, the right to revolt, and force vs. morality. Throughout the course, these concepts will be related to the successes and failures of the American constitutional democracy. —D. Caraley

*Admission by application only.*

4 points.

III S

**\*POS BC 3440y**

**Colloquium on Women in Western Political Thought**

Examines the treatment of women in major traditions of Western political thought. Questions of women's "nature" and their roles in public life and in the private sphere will be explored. Primary sources will include Plato, Aristotle, Rousseau, Locke, Marx, and Engels. —Staff

*Admission by application only.*

4 points. Not offered in 1999-2000.

I S

**\*POS G 8232x**

**Colloquium on Urban Politics, Policymaking, and Administration**

Politics, policymaking, and administration in large cities. Particular attention is given to urban social and economic problems and the federal government's role in urban affairs; the resources, strategies, and tactics of selected officials and private influentials; and alternative futures of large cities. —D. Caraley

*Prerequisite: POS BC 1001 or V 3313 and permission of the instructor or application.*

4 points. Not offered in 1999-2000.

III S

**\*Political Science-Women's Studies PSW BC 3683x**

**Colloquium on the Politics of the Family**

—Staff

*Admission by application only.*

4 points. Not offered in 1999-2000.

III S

**\*Urban Studies UST BC 3535y**

**Colloquium on Urban Administration and Management**

Processes of administration and management of cities. Executive leadership, decision making, bureaucracy, budgeting, and personnel. —Staff

*Prerequisite: POS BC 1001 or V3313 or the equivalent. Admission by application only.*

4 points. Not offered in 1999-2000.

III S

**Urban Studies UST BC 3537y**

**Workshop in Urban Administration and Management**

Resources of New York City are utilized to gain first-hand experience of administrative and managerial processes through an unpaid internship of 8-10 hours per week. —Staff

*Corequisite: Urban Studies BC 3535.*

2 points. Not offered in 1999-2000.

**\*Urban Studies UST V 3994x-3995y**

**New York Area Undergraduate Research Program**

An ongoing program that develops an original social research project from start to completion. Using New York City as a research laboratory and working under the guidance of the faculty coordinator, students learn many of the basic research tools used by social scientists. —Staff

*Prerequisite: Junior or senior standing. Admission by application only. Participation is for two terms.*

*Successful completion of both terms satisfies one semester of colloquium requirement, but not the senior thesis requirement, for Barnard Political Science majors.*

4 points.

III S



RESEARCH SEMINARS

Admission to particular sections of the research seminar is limited. During Spring pre-registration a student must apply for the section desired. Only the two-semester research seminars V 3711x-3712y and BC 3761x-3762y satisfy the senior thesis requirement for Barnard Political Science majors.

POS V 3711x-3712y

Research Seminar in American Politics

Discussions, conferences, and the writing of a senior essay on a topic, selected by each student, of American public policy and politics. —Staff

4 points. Two semesters.

Sec.1 —P. Juviler

Sec.2 —X. Lu

Sec.3 —E. Friedman

Sec.4 —L. Beck

POS BC 3761x-3762y

Research Seminars

Discussion and conferences on the researching and writing of the senior essay. — Staff

4 points. Two semesters.

Comparative Politics:

Sec.1 —P. Juviler

Sec.2 —X. Lu

Sec.3 —E. Friedman

Sec.4 —L. Beck

International Relations:

Sec.5 —K. Zisk

Political Theory:

Sec.6 —D. Dalton

The following seminars do not satisfy either the colloquium or senior thesis requirements for Barnard Political Science majors.

POS V 3921x, 3922y (Columbia)

Junior Seminars in American Politics I, II

Prerequisite: POS W 1201 and the instructor's permission. Usually either term may be taken separately.  
4 points.

POS V 3923x, 3924y (Columbia)

Senior Seminars in American Politics I, II

Prerequisite: POS W 1201 and the instructor's permission. Usually either term may be taken separately.  
4 points.

POS W 3951x, 3952y (Columbia)

Junior Seminars in Comparative Politics I, II

Prerequisite: POS V 1501 and the instructor's permission. Usually either term may be taken separately.  
4 points.

POS W 3953x, 3954y (Columbia)

Senior Seminars in Comparative Politics I, II

Prerequisite: POS V 1501 and the instructor's permission. Usually either term may be taken separately.  
4 points.

POS W 3961x, 3962y (Columbia)

Junior Seminars in International Politics

Prerequisite: POS V 1601 and the instructor's permission. Usually either term may be taken separately.  
Each student carries out independent research on a topic approved by the instructor.  
4 points.

**POS W 3963x, 3964y (Columbia)**

**Senior Seminars on International Politics I, II**

*Prerequisite:* POS V 1601 and the instructor's permission. Usually either term may be taken separately. Each student carries out independent research on a topic approved by the instructor.  
4 points.

**POS W 3912y (Columbia)**

**Junior Seminar in Political Theory**

*Prerequisite:* The instructor's permission. Usually either term may be taken separately.  
4 points.

**POS W 3913x, 3914y (Columbia)**

**Senior Seminar on Political Theory I, II**

*Prerequisite:* The instructor's permission. Usually either term may be taken separately.  
4 points.

**GRADUATE COURSES**

Certain graduate courses given in the University are open to qualified majors with the consent of the department and the major adviser. These courses are described in the bulletins of the Graduate School of Arts and Sciences, the Graduate Program in Public Affairs and Administration, and the School of International and Public Affairs.

**COURSES OFFERED AT REID HALL IN PARIS**

The following courses are offered, in French, at Reid Hall in Paris. For course descriptions and additional information, see the Reid Hall Programs bulletin available in 203 Lewisohn Hall or <http://www.ce.columbia.edu/paris/>

**Political Science H 3210x, y**

**France and Africa: Post-colonial Relations**

—C. Amegan  
3 points.

**Political Science H 3270y**

**The Politics of French Identity**

—J. Costa-Lascoux  
4 points.

**History-Political Science H 3240x, y**

**The State and Political Life in France from the Revolution to the Present**

—J.-M. Dequeker  
3 points.

**History-Political Science H 3260x, y**

**The French Intellectual and France in Crisis: From the Dreyfus Case to May 1968**

—C. Prochasson  
3 points. Not offered in 1999-2000.

**Professors:** Peter Balsam (Samuel R. Milbank Professor), Robert E. Remez (Chair), Rae Silver (Helene L. and Mark N. Kaplan Professor)

**Professor Emerita and Special Lecturer:** Lila Ghent Braine

**Associate Professor:** Larry Heuer<sup>1</sup>

**Assistant Professors:** Paul J. Currie, Tovah P. Klein<sup>2</sup>, Gail Musen, Steven Stroessner (Departmental Representative), Ann M. Senghas, Barbara Woike

**Senior Lecturers:** Maria Crisafi, Carolyn A. Ristau, Susan Riemer Sacks

**Adjunct Associate Professors:** Patricia Kenny, Wendy McKenna, Corliss Parker, Sally Wendt

**Adjunct Assistant Professors:** Noah Glassman, John Hilton, Patricia Morris, Karen Seeley, Sandra F. Stingle, Patricia Stokes, Helene Walisever, E'mett Williams

**Adjunct Instructor:** Jennifer Parlamis

**Laboratory Director:** Kathleen M. Taylor

<sup>1</sup>Absent on leave Autumn term.

<sup>2</sup>Absent on leave Spring term.

Psychology is the study of behavior and experience, and therefore of a diversity of phenomena, from love to aggression, from the first babbling of infants to creative intellectual behavior, from sexual behavior to the mechanisms of taste. Faculty members in Psychology have a wide range of research interests, including social and cognitive development, memory, sexual and parental behavior, animal learning, interpersonal behavior, the self-concept, and the resolution of conflict.

Common to all areas of psychology is a concern with adequate and appropriate method. The student will encounter many perspectives on psychological evidence and technique through lecture, laboratory, field courses, and other offerings.

Opportunities are available for supervised research, teaching, and field experience. Independent study and the Senior Seminar involve participation in research with a faculty member. The Toddler Center and a course in Field Work in Psychological Services also provide first-hand contact with the study of psychology.

The department sponsors a Psychology Club.

Psychology as a major is good preparation for many careers. Many majors enter graduate school in psychology, neurosciences, education, and professional schools, including medical, law, and business schools. There is no set sequence for a major with a given career goal, but the department recommends a balance between courses that are directly preparatory and those which establish a broad intellectual foundation.

**Science requirement:** Students desiring to fulfill the science requirement through psychology are encouraged to take their lab courses in their early years at Barnard, because seniors do not receive priority in lab placements. To ensure exposure to different methods in psychology, the two lab courses will be drawn from different groups in psychology. See the description of lab groups under *Requirements for the Major*.

Students should preregister for courses in April and November for the following semester. Preregistration information is available in Room 415 Milbank.

A laboratory fee of \$30 is charged for each laboratory course: BC 1105, BC 1108, BC 1117, BC 1123, BC 1127, BC 1130, and BC 1136.

Students interested in Biopsychology should consult page 120.



REQUIREMENTS FOR THE MAJOR

The student majoring in Psychology is exposed to the diversity of the discipline through the required core courses and the selection of appropriate electives.

Eight courses in psychology (of which two must be lab courses) and three courses in related disciplines are required for the major. Six of the eight required psychology courses must be taken at Barnard College. Statistics cannot be taken during the summer. Students who have passed the Advanced Placement exam with a score of 4 or 5 can satisfy major requirements (8 courses in Psychology, 2 labs, 3 courses in related disciplines) without BC 1001.

Students must take:

Psychology BC 1001	<i>Introduction to Psychology</i> (prerequisite for further psychology courses)
Psychology BC 1101	<i>Statistics</i> (preferably in the sophomore year)

Students must take one course from each group, of which two must be laboratory courses:

Group A

Psychology BC 1105 or 1107	<i>Psychology of Learning</i>
Psychology BC 1130 or 1132	<i>Human Learning and Memory</i>

Group B

Psychology BC 1108 or 1110	<i>Perception</i>
Psychology BC 1117 or 1119	<i>Physiological Psychology</i>

Group C

Psychology BC 1123 or 1125	<i>Psychology of Personality</i>
Psychology BC 1136 or 1138	<i>Social Psychology</i>
Psychology BC 1127 or 1129	<i>Developmental Psychology</i>

Three additional elective courses are required. Students may take more than one course in each group.

A maximum of two of the following courses may count toward the major: BC 3465, BC 3466, BC 3591, BC 3592, and BC 3599.

The three required courses in related disciplines should be distributed in this manner: one-year course sequence in a science, accompanied by a three-hour laboratory section (astronomy, biology, chemistry, environmental science, geology, or physics); and one course from the cognate disciplines (anthropology, computer science, economics, linguistics, philosophy, or sociology).

The eight required psychology courses must be taken for a letter grade. Students must earn a grade of C- or better in all courses used to fulfill the major requirements, including lab science and cognate courses.

The major examination consists of either the Graduate Record Examination Subject Test in Psychology or satisfactory completion of Psychology BC 3591-BC 3592, *Senior Research Seminar*.

When in doubt the student should consult with her major adviser, whom she should select when she decides to major in psychology. The student should select the appropriate adviser by consulting with the departmental representative or the chair.

REQUIREMENTS FOR THE MINOR

Five courses are required for the minor, including Psychology BC 1001, BC 1101 and one laboratory course. Two additional electives, excluding Psychology BC 3465-BC 3466, BC 3591-BC 3592, and BC 3599, are required. These electives may be selected from the Psychology Department course offerings. Three of the five psychology courses must be taken at Barnard.

## COURSES OF INSTRUCTION

### INTRODUCTORY COURSES

#### **PSY BC 1001x,y**

##### **Introduction to Psychology**

Introduction to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and brief participation in a current investigation. (An alternative to participation can be arranged at the student's request.) —Staff

*This course is prerequisite for all other psychology courses. Enrollment is limited to 45 students per section.*  
3 points.

#### **PSY BC 1099x, y**

##### **Science and Scientists**

Weekly meetings with researchers to discuss the nature of scientific inquiry in psychology; and intellectual, professional, and personal issues in the work of scientists. —Staff and guest scientists

*Recommended for first- and second-year students. Prerequisite: BC 1001 or permission of the instructor.*  
1 point.

### CORE COURSES

#### **PSY BC 1101x,y**

##### **Statistics**

Introduction to statistics and its applications to psychological research. Basic theory, conceptual underpinnings, and common statistics. Recitation devoted to discussion of weekly problem assignments. —Staff

*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 35 students per section.*  
4 points.

#### **PSY BC 1105x**

##### **Psychology of Learning**

Basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habituation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. Laboratory consists of experiments analyzing learning and memory in rats and humans. —P. Balsam and assistants

*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 72 students. Laboratory fee: \$30.*  
4.5 points. Lecture. Laboratory.

#### **PSY BC 1107x**

##### **Psychology of Learning**

Same as BC 1105, but without the laboratory. —P. Balsam

*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 30 students.*  
3 points.

#### **PSY BC 1108x**

##### **Perception**

Introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling. In the laboratory, students conduct experiments and learn to report their findings. —R. Remez and assistants

*Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30.*  
4.5 points. Lecture. Laboratory.

#### **PSY BC 1110x**

##### **Perception**

Same as BC 1108, but without the laboratory. —R. Remez

*Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 15 students.*  
3 points.

**PSY BC 1117y**  
**Physiological Psychology**

Introduction to the physiological bases of behavior: organization and function of the nervous system; neural conduction and synaptic transmission. Topics include the neural bases of sensory and motor systems, ingestive behavior, drug addiction and reward circuits, sexual behavior, sleep and circadian rhythms, neuroplasticity and learning, memory and amnesia, and psychopathology. —P. Currie  
*Prerequisite:* BC 1001 and departmental permission. Enrollment limited to 40 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

**PSY BC 1119y**  
**Physiological Psychology**

Same as BC 1117y, but without laboratory. —P. Currie  
*Prerequisite:* BC 1001. Enrollment limited to 20 students. 3 points.

**PSY BC 1123x**  
**Psychology of Personality**

Surveys the principal approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior. In laboratory, students will participate in all stages of personality research: conceptualizing a personality construct, designing and administering tests, identifying individual differences, and carrying out a study. —B. Woike and assistants  
*Prerequisite:* BC 1001 and departmental permission. Enrollment limited to 50 students. 4.5 points. Lecture. Laboratory.

**PSY BC 1125x**  
**Psychology of Personality**

Same as PSY BC 1123y, but without laboratory.  
 —B. Woike  
*Prerequisite:* BC 1001 or permission of the instructor. 3 points.

**PSY BC 1127x,y**  
**Developmental Psychology**

Cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Laboratory offers an opportunity for direct contact with children; major areas of research at each level of development are covered. —x: T. Klein; y: —A. Senghas.  
*Prerequisite:* BC 1001 and departmental permission. Enrollment limited to 44 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

**PSY BC 1129x,y**  
**Developmental Psychology**

Same as BC 1127, but without laboratory. —x: T. Klein; y: —A. Senghas  
*Prerequisite:* BC 1001 or permission of the instructor. Enrollment limited to 20 students. 3 points.

**PSY BC 1130y**  
**Human Learning and Memory**

Survey of contemporary theories of human memory. Topics will include sensory, short-term, and long-term memory; levels of processing; organization; and encoding specificity. Special topics include eyewitness testimony, amnesia, implicit memory, and false memory. The laboratory consists of experiments related to these topics. —G. Musen and assistants  
*Prerequisite:* BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

**PSY BC 1132y**  
**Human Learning and Memory**

Same as BC 1130, but without laboratory. —G. Musen  
*Prerequisite:* BC 1001. 3 points.



# PSYCHOLOGY

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## **PSY BC 1136y**

### **Social Psychology**

A survey of contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes, attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed.

—S. Stroessner and assistants

*Prerequisite:* BC 1001 and departmental permission. Enrollment limited to 50 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

## **PSY BC 1138y**

### **Social Psychology**

Same as BC 1136, but without laboratory. —S. Stroessner

*Prerequisite:* BC 1001 or permission of the instructor. Enrollment limited to 25 students. 3 points.

## **MIDDLE-LEVEL COURSES**

## **PSY BC 2134x**

### **Educational Psychology**

Through a participative classroom model, the major theories of human development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Includes instructional models, motivation, teaching and learning strategies, evaluations, and gender issues. —S.R. Sacks

*Prerequisite:* BC 1001 or permission of the instructor.

3 points.

## **PSY BC 2141x,y**

### **Abnormal Psychology**

Introduction to the study of deviant and maladaptive behaviors such as childhood disorders, depression, schizophrenia, eating disorders, and mental retardation, focusing on scientific, philosophical, and sociocultural issues in the study of abnormal behavior and the relationship between diagnosis and treatment strategy. —x: H. Walisever; y: S. Wendt

*Prerequisite:* BC 1001 or permission of the instructor. Enrollment limited to 60 students.

3 points.

## **PSY BC 2151x**

### **Organizational Psychology**

Introduction to behavior of individuals and small groups in work organizations. Recent theory and research emphasizing both content and research methodology. Motivation and performance, attitudes and job satisfaction, power, influence, authority, leadership, cooperation and conflict, decision making, and communications. —J. Parlamis

*Prerequisite:* BC 1001. Enrollment limited to 45 students.

3 points.

## **PSY BC 2154y**

### **Hormones and Reproductive Behavior**

Biological basis of parental and sexual behavior from a comparative perspective. Complex relations among genetic, hormonal, environmental, and experiential factors in mediating sexual, parental, emotional, and feeding behavior. Aspects of biology and physiology necessary to understand those behavioral processes are covered in class and are not prerequisites. —R. Silver

*Prerequisite:* BC 1001 or Biology BC 1101, 1102. Enrollment limited to 45 students.

3 points.

## **PSY BC 2158y**

### **Human Motivation**

Outlines major theoretical questions and research approaches in human motivation. In particular, it focuses on empirical investigations of motivation in social contexts, emphasizing goal formation, goal

conflict, the self, and the influence of nonconscious processes. Motivation for competence, control autonomy, achievement, altruism, and intimacy will also be covered. —N. Glassman

*Prerequisite:* BC 1001.

4 points.

**PSY BC 2160x**

**Cognitive Psychology**

Selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. —G. Musen

*Prerequisite:* BC 1001. Enrollment limited to 20 students. Alternate years.

3 points.

**PSY BC 2370y**

**Psychological Analysis of Racism**

*Prerequisite:* PSY BC 1001 and permission of the instructor. Enrollment limited to 20 students.

4 points. Not offered in 1999-2000.

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**PSY BC 2371x**

**Psychology and Women**

Selected topics examined from the perspective of diverse women in Western society. Topics include gender differences in cognitive tasks, in personality and attitudes, and in social power; some special female experiences (such as sexuality, violence, menstruation, etc.) —L. Braine

*Prerequisite:* BC 1001, or, for Women's Studies majors, instructor's permission. Enrollment limited to 20 students.

4 points.

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**UPPER-LEVEL COURSES**

**PSY BC 3152y**

**Psychological Aspects of Human Sexuality**

A survey and critical evaluation of research investigating psychological, biological, and social factors in human sexual behavior. Topics will include sexuality throughout the life span, sexual dysfunction, and cultural constructions of sexuality. —W. McKenna

*Prerequisite:* BC 1001 and two other psychology courses and permission of the instructor. Enrollment limited to 30 students. Preference given to seniors.

3 points.

**PSY BC 3155x**

**Psychology and Law**

4 points. Not offered in 1999-2000.

**PSY BC 3161y**

**Introduction to the Psychotherapeutic Process**

Concepts associated with the theory and practice of psychotherapy are explored. The evolution of psychotherapy in 20th-century America and Western Europe is described, along with evolving definitions of normalcy and psychopathology. Various treatment orientations and modalities (psychodynamic, relational, family, parent-infant, brief and longer-term therapies) are discussed, along with phenomena like transference, countertransference, regression, the analytic attitude, defense and resistance. —C. Parker

*Prerequisites:* BC 1001 and any one of the following courses: Personality, Abnormal Psychology, Developmental Psychology, Human Motivation; or permission of the instructor. Enrollment limited to 35 students.

3 points.

**PSY BC 3162y**

**Introduction to Cultural Psychology**

Challenges to the universalizing assumptions and perspectives of psychology. Drawing on recent theory and research in cultural psychology, an examination of cultural approaches to topics of psychological significance, such as the self, emotion, and gender; and an exploration of potential interdisciplinary collaborations. —K. Seeley

*Prerequisites:* BC 1001 and either BC 1123, BC 1125, BC 2141 or permission of the instructor.

4 points.

**PSY BC 3164y****Perception and Language**

—R. Remez

*Prerequisites:* BC 1001 and one of the following: BC 1105, BC 1108, BC 1117, BC 1127, BC 1130, or equivalent. Enrollment limited to 20 students. Alternate years.

3 points. Not offered in 1999-2000.

**PSY BC 3166y****Social Conflict**

*Prerequisite:* BC 1001 and one additional psychology course, or permission of the instructor. Enrollment limited to 20 students.

4 points. Not offered in 1999-2000.

**PSY W 3167y****History and Systems of Psychology**

Development of the discipline of psychology in the last 100 years, examined in the context of significant events occurring in society and in other disciplines. Discussion of psychology as a profession and of the major schools of thought: structuralism, functionalism, behaviorism, gestalt, psychoanalysis, and cognitive.

*Prerequisite:* Junior or Senior standing, BC 1001 and at least two other courses in psychology.

3 points. Not offered in 1999-2000.

**PSY BC 3169x****Developmental Psychobiology**

—P. Kenny

*Prerequisites:* BC 1001 and two other course in biology or psychology.

3 points. Not offered in 1999-2000.

**PSY BC 3177y****Psychology of Drug Use and Abuse**

An examination of the biological, psychological, and social factors that lead to drug use and abuse. A biopsychosocial model will be used to examine the behavioral effects of prescription, "over the counter," and "street" drugs. Treatments, therapies, and theories of addictive behaviors will be explored. —E. Williams

*Prerequisites:* PSY BC 1001 (Intro). Enrollment limited to 30 students.

3 points.

**PPS BC 3291x****Philosophy/Psychology Seminars: Issues in Human and Animal Cognition**

—S. Larson, C. Ristau

*Prerequisite:* Philosophy or psychology course or permission of instructors.

4 points. Not offered in 1999-2000.

**PSY BC 3372****Topics in Developmental Psychology**

—M. Crisafi

*Prerequisites:* PSY BC 1001 and two other psychology courses. Enrollment limited to 20 students.

4 points. Not offered in 1999-2000.

**PSY BC 3372x****Comparative Cognition**

Exploration of issues in the development of thinking and communication in young children and non-human animals. —C. Ristau

*Prerequisites:* PSY BC 1001 and two other psychology courses. Enrollment limited to 20 students.

4 points.



**PSY BC 3373y**  
**Health Psychology**

A consideration of research on the interaction of biological, psychological, and social factors related to health and illness. Issues such as the relationship of stress to illness, methods of coping with illness and improving health, and the relationship between psychological factors and recovery from illness will be discussed. —B. Woike

*Prerequisites:* PSY BC 1001 and or equivalent, plus two more psychology courses (preferably BC 1117-19, BC 1136-38, BC 1123-25). Enrollment limited to 15 students. Permission of instructor required.  
 4 points.

**PSY BC 3374y**  
**Theories of Learning**

*Prerequisite:* BC 1105 and junior or senior standing. Enrollment limited to 15 students.  
 4 points. Not offered in 1999-2000.

**PSY BC 3375y**  
**Organization of Movement**

*Prerequisites:* BC 1001 and one of the following: 1105, 1108, 1117, 1127, 1130, or 1136. Enrollment limited to 20 students.  
 4 points. Not offered in 1999-2000.

**PSY BC 3376y**  
**Infant Development**

—W. Fifer  
*Prerequisites:* BC 1001 and BC 1127 or BC 1129. Enrollment limited to 20 students.  
 4 points. Not offered in 1999-2000.

**PSY BC 3378x**  
**Females and Males: A Psychobiological Perspective**

*Prerequisites:* BC 1001 and two other psychology courses.  
 4 points. Not offered in 1999-2000.

**PSY BC 3379**  
**Psychology of Stereotyping and Prejudice**

*Prerequisites:* BC 1001 or permission of the instructor. Enrollment limited to 20 students.  
 4 points. Not offered in 1999-2000.

**PSY BC 3380y**  
**Fundamentals of Neuropsychology**

Exposition of research and theory in cognitive neuroscience through discussion of neurophysiological syndromes, including aphasia, amnesia, dyslexia, Alzheimer's disease, prosapagnosia, and cognitive components of Parkinson's disease, Williams syndrome. —G. Musen

*Prerequisites:* BC 1001 or permission of the instructor. Enrollment limited to 20 students.  
 4 points.

**PSY W 4107y**  
**Applications of Experimental Psychology**

*Prerequisite:* Learning course and permission of the instructor. Enrollment limited to 15 students. Offered every three years.  
 3 points. Not offered in 1999-2000.

**PSY G 4232y**  
**Production and Perception of Language**

Review of classic and current research on spoken communication. Peripheral transduction, auditory and phonetic analysis, word recognition, phrase formation, formal and informal speech, idiolect, infant and nonhuman listeners.

*Prerequisites:* PSY W 2240, BC 2160, or BC 3164, or permission of the instructor.  
 3 points.

## RESEARCH AND FIELD WORK COURSES

**PSY BC 3465x, 3466y**

### **Field Work and Research Seminar: The Barnard Toddler Center**

The Barnard Toddler Center provides the focus for field work and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. Students assist one morning a week at the Center, make individual class presentations, carry out team research projects, and participate in a two-hour weekly seminar which integrates theory, research, and practice. —P. Morris  
*Prerequisite: BC 1127 and permission of the instructor. Permission should be requested in the Spring of the year preceding registration. Enrollment limited to 16 students. This is a two-semester course.*  
8 points.

**PSY BC 3473y**

### **Field Work Seminar in Psychological Services and Counseling**

Supervised field work (minimum of 7 hours per week) applying psychological principles to work and treatment in clinical, educational, medical, and other institutional settings. Seminar discussions of theoretical approaches to clinical problems and case materials. —S. Stingle  
*Prerequisites: Three psychology courses and permission of the instructor required during program planning the previous Autumn. Enrollment limited to 12 students; seniors are given priority.*  
4 points.

**PSY BC 3591x, 3592y**

### **Senior Research Seminar**

Discussion and conferences on a research project culminate in a senior thesis. Each project must be supervised by a member of the department. Successful completion of the seminar substitutes for the major examination. —R. Silver  
*Open to senior psychology majors who submit a research proposal which has been approved by the course instructor and the project supervisor. Prerequisites: BC 1101, a minimum of five other completed psychology courses, and permission of the instructor.*  
4 points.

**PSY BC 3599x, 3599y**

### **Individual Projects**

Research projects planned in consultation with members of the department. —Staff  
*Open to majors on written permission of the department member who will supervise the project.*  
3 or 4 points.

**Professors:** Randall Balmer (Chair), John Stratton Hawley, Alan Segal

**Assistant Professors:** Elizabeth Castelli, Judith Weisenfeld<sup>1</sup>, Jinfen Yan (Visiting)

**Senior Lecturer:** Celia Deutsch

Other officers of the University offering courses listed below:

**Professors:** Peter Awn, David Halivni, Gillian Lindt, Wayne L. Proudfoot, Robert Somerville, Robert A. F. Thurman

**Associate Professor:** Ryuichi Abé, Mary McGee

**Assistant Professors:** Alexander Alexakis, Courtney Bender, Gurinder Singh Mann, Susan Shapiro

**Instructor:** Gary Tubb

<sup>1</sup>Absent on leave 1999-2000.

Approaches to the study of religion are as diverse as the world's religious traditions themselves. The student of religion encounters men and women—and our courses give explicit attention to both genders—as they explore the boundaries of their perceptions of the real. The challenge of this encounter inspires our involvement in the academic study of religion, even as it leads us to examine and question the boundaries of our world views.

The inquiry into religious theory, practice, and institutional life demands a variety of methodological tools in addition to an integrating framework. The program in religion sponsored by the Departments of Religion of Barnard College and Columbia College offers a unique context and extensive resources for this interdisciplinary study. The areas of expertise of the religion faculty (philology and the interpretation of texts, philosophy of religion, sociology and anthropology of religion, the history of specific religious traditions, comparative religion) provide the prospective student with a clear picture of the range of specialization available.

Moreover, the larger University community provides training in a broad spectrum of disciplines related to the study of religion: the social sciences, humanities, arts, and the professions. Programs and institutes for specialized area studies —Middle East, Southern Asia, East Asia, etc.—explore in depth the linguistic, literary, and sociocultural milieus of a particular Eastern or Western religious tradition. Barnard and Columbia offer intensive training in the languages of the major religious traditions of the world: Arabic, Chinese, Greek, Hebrew, Japanese, Latin, Persian, Sanskrit and other Indic languages, and Tibetan, among others. Students are encouraged to take full advantage of these and other opportunities available throughout the University.

The Jewish Theological Seminary of America and Union Theological Seminary are located near the campus. Students are encouraged to use the resources they offer, including their world-renowned libraries.

All courses, except those limited to majors, satisfy the College's distribution requirements in the Humanities.

## REQUIREMENTS FOR THE MAJOR

**Program of study:** To be planned with the departmental adviser, taking into account the educational aims of the student. A religion major is expected to acquire knowledge in at least three areas: (i) an acquaintance with the linguistic, social-scientific, historical, and philosophical theories and methods that concern the study of religion; (ii) an in-depth knowledge of one religious tradition; and (iii) a critical comparative understanding of the broad range of the world's religious phenomena, requiring some familiarity with all major world religions.

**Courses:** for the major, 10 courses in religion (for a minimum of 30 points) are required:

- (i) One of three basic introductory courses: Religion V 1001 *Introduction to the Study of Religion*, REL V 1101 *Introduction to Western Religions*, or REL V 1102 *Introduction to Asian Religions*.
- (ii) Two survey courses in the major religious traditions, one Western, one non-Western—



# RELIGION

V 2600 *Hinduism*, V 2607 *Buddhism: Indo-Tibetan*, V 2608 *Buddhism: East Asian*, V 2610 *Christianity*, V 2620 *Judaism*, V 2630 *Islam*, and V 2640 *Chinese Religious Traditions*.

- (iii) Five intermediate courses in the study of religion. One of these courses must be from a tradition or area substantially different from the tradition or area of main concentration, and one must be an advanced departmental seminar or colloquium different from the Junior's and Major's Colloquia. Where appropriate, selected courses offered in other departments may be applied toward the fulfillment of this requirement, subject to the approval of the religion adviser.
- (iv) The Juniors' Colloquium, Religion V 3799. Religion majors planning to study abroad in their junior year must take the required junior colloquium in their sophomore year.
- (v) The Senior Majors' Colloquium, V 3800 *Critical Issues in the Modern Study of Religion*.
- (vi) A Senior Essay prepared in consultation with a member of the department; the essay may be written in connection with Religion V 3901-3902 *Guided Reading and Research* and is taken into consideration when making recommendations to the Faculty Committee on Honors. Religion majors are also required to complete 12 points of courses in related departments.

It is strongly recommended that majors, especially those considering graduate work in religion, pursue the study of the language of one religious tradition, e.g., Arabic, Chinese, Greek, Hebrew, Latin, Sanskrit, among others, in addition to fulfilling the College language requirement.

## REQUIREMENTS FOR THE MINOR

**Program of Study:** to be planned with the departmental representative, taking into account the educational aims of the student.

**Courses:** For the minor, five courses are required, including:

- (i) Religion V 1001 *Introduction to the Study of Religion*; Religion V 1101 *Introduction to the Study of Western Religion*, or Religion V 1102 *Introduction to the Study of Eastern Religion*.
- (ii) Two survey courses in the major religious traditions, with a Western/non-Western distribution.
- (iii) One departmental seminar or colloquium.

Note: A grade of C- or above is required for credit of major or minor requirements.

## COURSES OF INSTRUCTION

For courses offered by other departments and the Graduate School of Arts and Sciences that bear upon the study of religion, students are urged to consult the appropriate bulletin. Some graduate courses are open to qualified undergraduates with the permission of the instructor.

### INTRODUCTORY COURSES

#### REL V 1001x

##### Introduction to the Study of Religion

Introduction to theory and practice of religion, East and West: e.g., myth and ritual, reason and revelation, law and community, mysticism and religious organization. —G. Mann

3 points. Not offered in 1999-2000.

I H

#### REL V 1101x

##### Introduction to Western Religions

The phenomenology of religious experience and the historical forms of religious life. The presuppositions, data, and documents of the religions of the West. —C. Deutsch

3 points.

I H

**REL V 1102x****Introduction to Asian Religions**

The phenomenology of religious experience and the historical forms of religious life. The presuppositions, data, and documents of the religions of the East. —J. Hawley

3 points.

I H

**THE TRADITIONS****REL V 2600y****Hinduism**

The origin and development of central themes of traditional Hinduism. Emphasis on basic religious literature and relation to Indian culture. Readings include original sources in translation. —J. Hawley

3 points.

II H

**REL V 2607x****Buddhism: Indo-Tibetan**

A historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India and Tibet. —R. Thurman

3 points. Not offered in 1999-2000.

II H

**REL V 2608y****Buddhism: East Asian**

An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis is placed on the reading of original treatises and historiographies in translation. Historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism.

—R. Abé

3 points. TuTh 2:40–3:55

II H

**REL V 2610y****Christianity**

A survey of Christianity from its beginnings through the Reformation. —R. Somerville

3 points. MW 4:10–5:25

III H

**REL V 2620y****Judaism**

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations. —A. Segal

3 points. MW 11:00–12:15

II H

**Islamic-Religion ISR V 2630y****Islam**

Islamic institutions, ideas, and spirituality; their origin and development in formative and classical periods (7th-13th century A.D.); and their continued evolution in a variety of cultural settings. —P. Awn

3 points. MW 4:10–6:00

II H

**REL V 2640x****Chinese Religious Traditions**

The Chinese word for “religion” is “teaching.” We explore what Chinese people taught themselves about the person, the society, and the natural world. Covers classic texts of Taoist and Confucian canon and their synthesis; Mahayana Buddhism; folk religion and its relation to the state; and the modern cult of Maoism.

3 points. Not offered in 1999-2000.

II H

ADVANCED COURSES, BY REGION OR TRADITION

AMERICAN RELIGIONS

REL V 3502x, 3503y

Religion and American Culture

A survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer

3 points. V 3502x: Not offered in 1999-2000.

I H

V 3503y: Tu Th 9:10–10:25

Religion-Sociology RSC V 3508x

Religious Cults in Contemporary American Society

A socio-historical examination of the “new” religious movements. Cult theology and world view, patterns of proselytization and leadership, disaffection and deprogramming. —G. Lindt

3 points. TuTh 9:10–10:20

III H

REL V 3755x

African-American Religion

Survey of the history of religion among Americans of African descent from slavery to the present. Major topics include: The African background and the transmission of African cultures, religion under slavery, independent black churches, religion and race relations, and modern theological movements.

3 points.

III H

ANCIENT MEDITERRANEAN RELIGIONS

REL V 3240y

Graeco-Roman Religion

Survey of the religions of Rome and the Hellenistic East from the late 4th century B.C.E. to the early 4th century C.E. Topics will include myth and ritual, religion and the state, and mystery religions, among others.

3 points. Not offered in 1999-2000.

III H

REL V 3412x

Gnosticism

Critical examination of recently discovered gnostic texts, situating them in their historical and cultural context in the ancient Mediterranean. Emphasis on problems of definition and close readings of individual texts in translation.

3 points. Not offered in 1999-2000.

II H

ASIAN RELIGIONS

REL V 2601y

Philosophies of India

—G. Tubb

3 points. Not offered in 1999-2000.

II H

REL V 3000y

Buddhist Ethics

—R. Thurman

3 points. Not offered in 1999-2000.

II H

REL V 3593y

Hindu Ethics

Examines Hindu perceptions of moral and social order (*dharma*) and how those perceptions have been codified into systems of religious law and custom. Attention to how ethical principles influence both legal and moral decision making in past as well as contemporary situations using case studies. —M. McGee

3 points. Not offered in 1999-2000.

II H



**REL V 3595x****Perspectives on the Feminine in Hindu Traditions**

—M. McGee

3 points. *Not offered in 1999-2000.*

II H

**REL V 3603y****Taoism**

Historical introduction to Chinese Taoism; development of thought and literature (i.e., the *Tao Te Ching* and writings of Chuang Tzu); meditation and alchemy; translations of doctrine into folk belief and ritual; examination of contemporary study and practice.

3 points. *Not offered in 1999-2000.*

II H

**REL V 3605x****Sikhism**

—G. Mann

3 points. *Not offered in 1999-2000.*

II H

**REL V 3613x****Japanese Religious Traditions**

A study of the development of the Japanese religious tradition in the pre-modern period. Attention given to the thought and practices of Shintoism, Buddhism, and Confucianism; the interaction among these religions in Japanese history; the first encounter with Christianity. —R. Abé

3 points.

II H

**History-Religion HIR V 3820y****Religion and Society in Modern India**4 points. *Not offered in 1999-2000.*

II H

**REL V 3804y, Sec. 14****Krishna**

The study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theological treatises, patterns of ritual, and texts both classic and modern. Special attention to Krishna's consort Radha, to Krishna's reception in the West, and to his portrayal on Indian television. —J. Hawley

4 points. *Not offered in 1999-2000.*

II H

**REL V 3804y, Sec. 34****Tibetan Philosophy**

—R. Thurman

4 points.

I H

**Asian Studies-Religion ASR V 3974y****Hindu Goddesses**

—R. McDermott

*Prerequisite: One course in Indian culture or religion, or permission of the instructor.*

4 points.

II H

**Asian Humanities W 4029x, 4030y****Colloquium on Major Works of Japanese Thought**

—W.T. deBary

4 points. *Not offered in 1999-2000.*

II H

**East Asian Studies V 4109x****Japanese Religious Landscapes: Practices and Representations**

—D. Moerman

3 points.

II H

# RELIGION

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## CHRISTIANITY

### REL V 3202y

#### Introduction to the New Testament

An introduction, by critical methods, to the religious history of the Christian movement in the New Testament period. —C. Deutsch

3 points. TuTh 2:40–3:55

III H

### REL V 3402y

#### Early Christianity

Examination of the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.

3 points. Not offered in 1999-2000.

III H

### REL V 3280x

#### History of the Byzantine Empire

A survey of the history of the Byzantine Empire from the inauguration of Constantinople as the capital of the Empire (324-330) until its fall to the Ottomans (1453). Examines the political, social, religious, and cultural developments that took place in this period among the peoples of the Empire. —A. Alexakis

3 points. TuTh 10:35–11:50

III H

### REL V 3418y

#### Orthodox Christianity

A survey of Orthodox Byzantine Christianity from the early period (4th c.) to the fall of Constantinople in 1453. Examines those characteristics that distinguish Orthodox Byzantine Christianity from other Christian denominations as well as other aspects of this faith such as dogma, tradition, Byzantine Church and State, and Byzantine Church institutions. —A. Alexakis

3 points.

III H

### REL V 3501x

#### Religion and Its Critics: 18th- and 19th-Century Religious Thought

Critics and defenders of religious belief and practice. Readings include Hume, Mendelssohn, Kant, Schleiermacher, Feuerbach, Marx, Kierkegaard, and Nietzsche. —W. Proudfoot

3 points.

III H

### REL V 3530y

#### The History of the Papacy

—R. Somerville

3 points. Not offered in 1999-2000.

III H

### REL V 3803x, Sec. 38

#### Issues of Gender in Ancient and Medieval Christianity

An exploration of the function of gender in the construction of religious identity across Christianity's formative centuries. Consideration of the different function for male and female religious identity of factors such as the body and its appetites, power and renunciation, and authority and inspiration.

—E. Castelli

3 points.

III H

### REL V 3804y, Sec. 56

#### Asceticism and the Rise of Christianity

Explores the paradox of renunciation and power in early Christianity. Traces the changing understanding of renunciation from the 1st to the 5th centuries C.E., and the changing languages by which Christians signaled their allegiance to an otherworldly ideal despite increasing involvement in the secular realm.

3 points.

III H

**REL V 3804y, Sec. 53****Religion and Magic in Late Antiquity**

An examination of the boundary Graeco-Roman cultures drew between religious and magical interactions with the supernatural. Emphasis will be placed on ancient sources (magical spells and recipes; descriptions of magicians and magical practices; polemics concerning magic and religion) and on modern theoretical treatments of magic.

3 points. Not offered in 1999-2000.

III H

**ISLAM****WMS BC 3133y****Women, Islam, and Nationalism in the Middle East**

—A. Najmabadi

3 points.

II H

**REL V 3635x****History of Sufism**

3 points. Not offered in 1999-2000.

II H

**REL V 3803x, Sec. 36****Seminar on Classical Sufi Texts**

—P. Awn

4 points. Not offered in 1999-2000.

II H

**JUDAISM****REL V 3201x****Hebrew Bible**

An introduction, by critical methods, to the religious history of the Christian movement in the New Testament period. —A. Segal

3 points. MW 11:00–12:15

II H

**REL V 3210y****Judaism During the Time of Jesus**

An introduction to the Hellenistic period of Jewish history, with emphasis on sectarian movements and the emergence of rabbinic Judaism and Christianity as the two dominant religions of the West.

—A. Segal

3 points. Not offered in 1999-2000.

II H

**REL V 3214y****Introduction to Talmudic and Geonic Literature**

3 points. Not offered in 1999-2000.

III H

**REL V 3310x****Peshat and Derash in the Jewish Tradition**

The history of rabbinical interpretation throughout the ages, distinguishing between Biblical exegesis and Talmudic exegesis with some reference to both Dead Sea Scrolls and early Christian Biblical expositions. —D. Halivni

3 points. Not offered in 1999-2000.

III H

**REL V 3315y****Law and Lore (Halakha and Aggadah) in the Jewish Tradition**

Examines the differences between Halakha (the legal portion of the Talmud) and Aggadah (the more legal portion) with respect to both content and form. Special emphasis on selections from the Talmud and Midrash that reflect the intrinsic nature of these two basic genres of rabbinic literature. —D. Halivni

3 points. Not offered in 1999-2000.

III H



**REL V 3330x**  
**The Beginnings of Jewish Mysticism**  
A study of biblical and Hellenistic foundations for Western mysticism—scriptural visions of God, apocalyptic literature, Graeco-Roman magic, and the merkabah mystical movement in Judaism. —A. Segal  
3 points. Not offered in 1999-2000. III H

**REL V 3338x**  
**Jewish Ethics**  
—D. Shatz  
3 points. Not offered in 1999-2000. III H

**REL V 3349x**  
**Jewish Family Law**  
Jewish marriage and inheritance law. A survey of legal obligations an individual owes, and the privileges she/he receives, from being a member of a family. —D. Halivni  
3 points. III H

**REL 3352y**  
**Issues in Modern Jewish Thought**  
A critical exploration of the consequences of the encounter between Judaism and modernity. —S. Shapiro  
3 points. TuTh 2:40–3:55 III H

**REL 3355y**  
**Development of the Jewish Holidays**  
Focus on the sources and historical development of Jewish holidays. An attempt to trace historically how the holidays took on their present form and, whenever feasible, to emphasize the different modes of observance among different groups at different times. —D. Halivni  
3 points. Not offered in 1999-2000. III H

**REL V 3360x**  
**Jewish Liturgy**  
3 points. III H

**ADVANCED COURSES: COMPARATIVE STUDIES**

**Asian Studies-Humanities AHU V 3400x, y**  
**Colloquium on Major Texts**  
—P. Anderer, I. Bloom, P. Cachia, W.T. deBary, R. McDermott, P. Rouzer  
4 points. I H

**Asian Studies-Religion ASR V 3772y**  
**Perspectives on Evil and Suffering in World Religions**  
—R. McDermott  
3 points. I H

**REL V 3407x**  
**Mysticism**  
An introduction to the comparative study of mysticism. Primary texts read against the backdrop of various theories of the nature of mysticism, addressing issues such as the relationship of mysticism and tradition and the function of gender in descriptions of mystical experiences. —C. Slade  
3 points. MW 6:10–7:25 I H

**REL V 3513y**  
**Philosophy of Religion**  
—W. Proudfoot  
3 points. Not offered in 1999-2000. I H

**Religion-Sociology RSC V 3720y****Sociology of Religion**

3 points. Not offered in 1999-2000.

I S

**REL V 3780y****Religion and Social Constructions of Race**

Examination of the influence of racial stratification on the religious experience of blacks and whites in the United States and South Africa. Topics include theological justification of slavery and apartheid and black resistance to racial domination through religious means.

3 points. Not offered in 1999-2000.

I H

**REL V 3799y****Juniors' Colloquium**

An introduction to the comparative study of religion focusing on dominant approaches to the conceptualization, interpretation, and explanation of religious phenomena and on key issues relating to the methodologies appropriate to such investigations. —M. Bagger

*Required of Religion majors in their junior year.*

4 points.

I H

**REL V 3800x****Majors' Colloquium**

Critical issues in the modern study of religion. Topic: Ritual in Theory and Practice. An inquiry into the nature and function of ritual within a variety of religious and cultural contexts, with particular emphasis on different methodological approaches to ritual studies. Includes some field observation. —Staff

*Required for all senior majors.*

4 points.

I H

**REL V 3803x-3804y****Seminars**

Junior and senior majors given priority. Enrollment limited to 20 students.

*Prerequisite: Permission of the instructor.*

4 points.

**REL V 3803x, Sec. 59****Kant and Kierkegaard**

Examines the relationship between morality and religious faith in the work of Immanuel Kant and Søren Kierkegaard. Examines Kant's claim that religious thought and practice arise out of the moral life, and Kierkegaard's distinction between morality and religious faith. —W. Proudfoot

4 points.

**REL V 3803x, Sec. 54****Women, Gender and Judaism**

Examines the way in which the categories of "woman/women" and "gender" differently construe the character of Judaism. "Judaism" is here understood as both a religious tradition and a cultural/social system. —S. Shapiro

4 points.

**REL V 3803x, Sec. 57****Byzantine Female Sanctity**

Investigates attitudes of the male-dominated Byzantine society toward women, as deduced from the lives of female saints. With the help of hagiography (saint's lives), traces the position of women in the spiritual cosmos of orthodox Byzantium and the daily life of Byzantine nuns. Students will use primary sources that are all translated into English. —A. Alexakis

4 points.

**REL W 3803x, Sec. 58**

**Native American Religions**

Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions. —R. Balmer  
*Prerequisite: Permission of the instructor. Limited to 20.*

4 points.

III H

**REL V 3803x, Sec. 63**

**Religious Worlds of New York**

An exploration of religious diversity in New York City with emphasis on the current historical moment. Meetings will focus on the impact of immigrant and migrant cultures on New York's religious landscape and on texts that explore the experiences and histories of religious communities in New York. Students conduct supervised research on and observation of a particular religious site or community.

—J. Hawley

4 points. *Not offered in 1999-2000.*

I H

**REL V 3804y, Sec. 55**

**Post-Holocaust Thought**

Focusing on philosophical and theological texts that are either explicitly about, or implicitly informed by, the Holocaust, an examination of assumptions about history, language, meaning, memory, God, and tradition in terms of how they differently shape understandings of the Shoah and its aftermath.

—S. Shapiro

4 points. W 2:10–4:00

**REL V 3804y, Sec. 30**

**Life After Death**

A study of Western ideas of afterlife, concentrating on ancient literature. Readings will include Gilgamesh and other ancient Near Eastern literature, the Bible, *The Odyssey*, Plato's *Phaedo*, Apuleius's *The Golden Ass*. —A. Segal

4 points. *Not offered in 1999-2000.*

I H

**REL V 3804y, Sec. 37**

**Black Women's Religious Experiences**

An examination of the religious experiences of black women through case studies of women in Africa, the Caribbean, Latin America, and the United States. Particular attention paid to the experiences of African-American women in both institutional and non-institutional arenas.

4 points.

I H

**REL V 3804y, Sec. 49**

**The Thought of Maimonides**

—D. Shatz

3 points. *Not offered in 1999-2000.*

III H

**REL V 3804x, Sec. 52**

**Body, Gender, and Belief in China**

An extended and historical exploration of the Chinese construction of basic categories like gender, body, family, and belief. The image of family and the position of women in the classics; factors in ritualist and Taoist notions of the body; and changes in the ideology of filiality over time; and analysis of secondary monographs with workshops on primary sources.

3 points.

II H



**REL W 4550x**  
**Religion and Region in North America**

An examination of some of the regional variations of religious life in North America, with an emphasis on the interaction of religious communities with their surrounding cultures. —R. Balmer  
*Prerequisite:* REL V 3502 or V 3503.  
*4 points. Not offered in 1999–2000.*

I H

**REL V 3506y**  
**Religion and Film**

An examination of relationships between religion and American film, with particular attention to interactions between American religious institutions and the film industry, issues of race and gender, and representations of religious beliefs, practices, individuals, and institutions.  
*Limited to 35.*  
*3 points.*

I H

**Professor:** Richard F. Gustafson (Chair)

**Associate Professor:** Catharine Nepomnyashchy

**Assistant Professor:** David Goldfarb

**Senior Associate:** Mara Kashper<sup>1</sup>

Other officers of the University offering courses in Slavic:

**Professors:** Robert L. Belknap, Boris Gasparov, Robert A. Maguire, Cathy Popkin, Irina Reyfman

**Associate Professor:** Frank Miller

**Assistant Professors:** Vitaly Chernetsky, Valentina Izmirlieva

**Adjunct Associate Professors:** Anna Frajlich-Zajac, Radmila Gorup, Peter Kussi

**Lecturer:** Valentina Lebedev

<sup>1</sup>Absent on leave Autumn term.

The Slavic Department at Barnard offers instruction in five Slavic languages and literatures, with special emphasis on Russian. The department insists upon a strong foundation in language study, because this best prepares students for future graduate study in literature, history, economics, or political science, as well as for careers in government, business, journalism, or international law.

The department offers a major and minor program in Russian, and for this purpose has an extensive array of courses designed to help the student obtain reasonable fluency in the spoken and written language, a reading ability adequate for interpreting texts of some difficulty, and a general knowledge of Russian literature and culture, especially of the 19th and 20th centuries.

Foreign Language Requirement for the degree: satisfactory completion of the second semester of the intermediate level course or any course above that level. Entering students should see Professor Frank Miller (708 Hamilton, 854-3941) for a placement examination: a sufficiently high grade will automatically fulfill the requirement; other students will be placed accordingly. Those who speak a Slavic language natively should consult with the department chair.

## REQUIREMENTS FOR THE RUSSIAN MAJOR

Students must have completed two years of college Russian before entering the program. Prospective majors or minors should consult with the department chair as early as possible.

A total of 11 courses are required for the major:

Usually taken in the second year:

Russian V 3220	<i>Nineteenth-Century Russian Prose</i>
Russian V 3221	<i>Twentieth-Century Russian Prose</i>

Usually taken in the third year:

Russian V 3331-V 3332	<i>Advanced Russian</i>
Russian V 3333-V 3334	<i>Introduction to Russian Literature</i>

Usually taken in the fourth year:

Russian V 3443-V 3444	<i>Fourth-Year Russian</i>
Russian V 3595	<i>Senior Seminar</i>

Plus two additional electives in literature.

Independent study with any of the faculty at Barnard and Columbia can usually be arranged, and study in Russia is possible as part of the major.

## REQUIREMENTS FOR THE RUSSIAN MINOR

A total of five courses beyond the second year of Russian are required for the minor.

### Russian Regional Studies

The major consists of four years of Russian language and a reading knowledge of Russian adequate for research in the Senior Seminar and eight courses distributed in the following subjects:

- Two courses in Russian or Soviet literature (in translation or in Russian);
- Two courses in Russian history;
- One course on Russia or the Soviet Union (history, geography, sociology, economics, literature in translation, or in Russian, etc.);
- One course in Soviet/post-Soviet politics; and
- Two semesters of a senior research seminar with research to be conducted predominantly in Russian language sources.

## COURSES OF INSTRUCTION

### RUSSIAN LANGUAGE

#### **RUS V 1101x-1102y**

##### **Elementary Russian, I and II**

*Grammar, reading, composition, and conversation. —Staff*

*Required: V1501- V1502. Homework includes listening to tapes available in the language laboratory. No credit is given for V 1101 unless V 1102 is satisfactorily completed. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class and register concurrently for the grammar lecture V 1501x-1502y. Departmental permission is required.*

*4 points. MTuWThF Sec.1 9:00–9:50, Sec.2 10:00–10:50, Sec.3 11:00–11:50*

#### **RUS V 1101y**

##### **Elementary Russian I**

*Equivalent to V 1101x, but given in the Spring term. —Staff*

*4 points. MTuWThF 10:00–10:50*

#### **RUS V 1102x**

##### **Elementary Russian II**

*Equivalent to V 1102y, but given in the Autumn term. —Staff*

*Prerequisite: V 1101 or the equivalent.*

*4 points. MTuWThF 10:00–10:50*

#### **RUS V 1501x-1502y**

##### **Elementary Russian Grammar Lecture I and II**

*Required weekly grammar lecture for Russian. Must be taken concurrently with V 1101-V 1102. —Staff*

*1 point. Sec.1 Th 2:40–3:50, Sec.2 Th 2:40–3:55*

#### **RUS V 1501y**

##### **Elementary Russian Grammar Lecture I**

*Equivalent to V 1501x, but given in the Spring term. —Staff*

*1 point.*

#### **RUS V 1502x**

##### **Elementary Russian Grammar Lecture II**

*Equivalent to V 1502y, but given in the Autumn term. —Staff*

*1 point.*

#### **RUS V 1201x-1202y**

##### **Intermediate Russian I and II**

*Reading, composition, grammar review.*

*—V. Lebedev and staff*

*Prerequisite: V 1102 or the equivalent. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class. Departmental permission required.*

*4 points. MTuWThF Sec.1 12:00–12:50, Sec.2 1:10–2:00*



## **RUS V 1201y**

### **Intermediate Russian I**

Equivalent to V 1201x, but given in the Spring term. —Staff

*Prerequisite:* V 1102 or the equivalent.

4 points. MTuWThF 10:00–10:50

## **RUS V 1202x**

### **Intermediate Russian II**

Equivalent to V 1202y, but given in the Autumn term. —Staff

*Prerequisite:* V 1201 or the equivalent.

4 points. MTuWThF 10:00–10:50

## **RUS V 3331x, V 3332y**

### **Advanced Russian I and II**

Emphasis on conversation and composition; reading and discussion of selected texts and videotapes; lectures, papers, and oral reports required. Conducted entirely in Russian. —V. Lebedev

*Prerequisites:* Two years of college Russian and permission of the instructor. Enrollment limited.

4 points. MTuWThF 12:00–12:50

## **RUS V 3421x**

### **Russian Phonetics and Intonation**

Review of principles of phonetics and intonation for advanced students. Intense drill for the development of correct speech habits. Attention to expressive reading and poetry recitation. Conducted entirely in Russian. —M. Kashper

*Prerequisites:* Three years of college Russian and permission of the instructor.

2 points. Not offered in 1999–2000.

## **RUS V 3443x, V 3444y**

### **Fourth-Year Russian I and II**

V 3443: Systemic study of problems in Russian syntax; written exercises, translations into Russian, and composition. V 3444: Discussion of different styles and levels and language, including word usage and idiomatic expression; written exercises, analysis of texts, and compositions. Conducted entirely in Russian. —x: Staff; y: M. Kashper

*Prerequisites:* Three years of college Russian and permission of the instructor. Enrollment limited.

*The second term may be taken without the first.*

4 points. MWF 10:35–11:50

## **RUS V 3998x or y**

### **Supervised Individual Research**

—Staff

*Prerequisite:* Departmental permission.

2–4 points.

## **RUS W 4432x**

### **Contrastive Phonetics and Grammar of Russian and English**

Comparative phonetic, intonational, and morphological structures of Russian and English, with special attention to typical problems for American speakers of Russian. —F. Miller

*Prerequisite:* Four years of college Russian.

3 points. MW 2:40–3:55

## **RUS W 4433y**

### **Specific Problems in Mastering and Teaching Russian**

The Russian verb (basic stem system, aspect, locomotion); prefixes; temporal, spatial, and causal relationships; word order; word formation. —F. Miller

*Prerequisite:* Four years of college Russian.

3 points. MW 2:40–3:55

**RUS W 4434y**  
**Practical Stylistics**

Practice in the varieties of narrative and expository writing. Development of vocabulary and syntactic structures appropriate for abstract discourse. Conducted entirely in Russian. —I. Reyfman

*Prerequisite: Four years of college Russian.*

3 points.

**RUS W 4910y**  
**Literary Translation**

A workshop in literary translation from Russian into English focusing on the practical problems of the craft. Each student submits a translation of a literary text for group study and criticism. Aim of the class is to produce translations of publishable quality. —C. Nepomnyashchy

*Prerequisite: Four years of college Russian or permission of the instructor.*

3 points. Not offered in 1999–2000.

**RUSSIAN LITERATURE**

**RUS V 3333x, V 3334y**  
**Introduction to Russian Literature, I and II**

A close study in the original of representative works of Russian literature from Pushkin to Solzhenitsyn. —Staff

*Prerequisite: Grade of B- or better in RUS V 1202 or permission of the instructor. For non-native speakers of Russian.*

3 points. MWF 2:40–3:55

III H

**RUS V 3339**  
**Masterpieces of Russian Literature: 19th Century**

A close study, in the original, of representative works by Pushkin, Lermontov, Gogol, Turgenev, Ostrovsky, Tolstoy, Dostoevsky, Leskov, and Chekhov. —Instructor TBA

*Prerequisite: Native or near-native knowledge of Russian and permission of the instructor.*

3 points. MW 1:10–2:20

III H

**RUS V 3340y**  
**Masterpieces of Russian Literature: 20th Century**

A close study, in the original, of representative works by Andrei Bely, Sologub, Pasternak, Bulgakov, Nabokov, Olesha, Mandelstam, Anna Akhmatova, Solzhenitsyn, Abram Terts, and Brodsky. —I. Reyfman

*Prerequisites: Native or near-native knowledge of Russian and permission of the instructor.*

3 points. Not offered in 1999–2000.

III H

**RUS V 3461**  
**Pushkin**

A close study, in the original, of the major works. Class discussion conducted in English. —C. Nepomnyashchy

*Prerequisite: Three years of college Russian and permission of the instructor.*

3 points. Not offered in 1999–2000.

III H

**RUS V 3462y**  
**Gogol**

A close study, in the original, of the major works. Class discussion conducted in English. —R. Maguire

*Prerequisites: Three years of college Russian and permission of the instructor.*

3 points. Not offered in 1999–2000.

III H

**RUS V 3463**  
**Tolstoy**

A close study, in the original, of the major works. Class discussion conducted in English. —R. Gustafson

*Prerequisite: Three years of college Russian and permission of the instructor.*

3 points. Not offered in 1999–2000.

III H

## RUS V 3464

### Dostoevsky

A close study, in the original, of the major works. Class discussion conducted in English. —V. Izmirlieva  
*Prerequisite: Three years of college Russian and permission of the instructor.*

3 points.

III H

## RUS V 3465

### Russian Poetry of the 19th and 20th Centuries

A close study, in the original, of selected text from five representative lyric poets, Tiutchev, Fet, Blok, Tsvetaeva, and Brodsky. Attention given to metrics, formal analysis of style and structure, and the literary and philosophical contexts. —R. Gustafson

*Prerequisite: Three years of college Russian and permission of the instructor.*

3 points.

III H

## RUS V 3466

### Chekhov

A close study, in the original, of the major works. Class discussion conducted in English. —C. Popkin

*Prerequisite: Three years of college Russian and permission of the instructor.*

3 points. Not offered in 1999-2000.

H

## RUS V 3467

### Twentieth-Century Prose Writers

A close study, in the original, of the representative Soviet writers, including Babel, Olesha, Zamyatin, and Andrei Bitov. Class discussion conducted in English. —R. Maguire

*Prerequisite: Three years of college Russian and permission of the instructor.*

3 points. Not offered in 1999-2000.

III H

## RUS V 3468x

### Russian Plays

A close study, in the original, of several representative Russian plays, with emphasis on problems of translation, literary technique, and dramatic presentation. Class discussion conducted in English. —R. Belknap

*Prerequisites: Three years of college Russian and permission of the instructor.*

3 points. Not offered in 1999-2000.

III H

## RUS V 3595x

### Senior Seminar

Topic: Russian cultural and literary myths. Class reports culminating in a critical paper. —I. Reyfman

*Prerequisite: Senior major or permission of the instructor.*

4 points. W 4:20–6:00

## RUS V 3596x, y

### Supervised Individual Research

Supervised research culminating in a critical paper. —I. Reyfman

*Open to senior majors, and permission of the instructor is required.*

2-4 points.

## RUSSIAN LITERATURE AND CULTURE IN TRANSLATION

## RUS V 3220x

### Nineteenth-Century Russian Prose

The development of prose forms from Pushkin to Chekhov, including works by Lermontov, Gogol, Turgenev, Dostoevsky, and Tolstoy. —V. Izmirlieva

*A knowledge of Russian is not required.*

3 points. TuTh 1:10–2:25

III H



**RUS V 3221y****Twentieth-Century Russian Prose**

Russian prose fiction from Symbolism to the present: including works by Bunin, Gorky, Bely, Zamyatin, Babel, Zoshchenko, Olesha, Bulgakov, Platonov, Nabokov, Pasternak, Solzhenitsyn, and Trifonov. —D. Goldfarb

*A knowledge of Russian is not required.*

3 points. III H

**RUS V 3222y****Tolstoy and Dostoevsky**

A close analysis of *War and Peace* and *The Brothers Karamazov*, plus selected shorter works. Attention to narrative technique, as well as the psychological, philosophical, and religious issues raised in the texts. —R. Gustafson

*A knowledge of Russian is not required.*

3 points. III H

**RUS V 3226****Russian Culture: The Soviet Experience and Beyond**

3 points. *Not offered in 1999-2000.* III H

**RUS W 4006****Modern Russian Religious Thought**

The concepts of God, man, nature, history, and culture. Readings from Chaadayev, Khomyakov, Solovyov, Fyodorov, Florensky, Bulgakov, Berdyaev, Shestov, Lossky, Frank, and others. The relationship to Eastern Christian thought and Western philosophy. —R. Gustafson

*Knowledge of Russian is not required.*

3 points. *Not offered in 1999-2000.* III H

**RUS W 4015****Russian Drama from 18th Century to Chekhov**

3 points. *Not offered in 1999-2000.* III H

**RUS W 4016x****Twentieth-Century Drama and Theatre**

3 points. *Not offered in 1999-2000.* III H

**RUS W 4025x****The Russian Memoir**

—R. Belknap

3 points. *Not offered in 1999-2000.* III H

**RUS W 4026y****19th-Century Russian Opera: Musical and Literary Discourses**

—B. Gasparov

3 points. *Not offered in 1999-2000.* III H

**RUS W 4033y****The Making of Socialist Realism**

—C. Nepomnyashchy

3 points. *Not offered in 1999-2000.* III H

**RUS W 4034****Literature, Politics, and Tradition After Socialist Realism**

—C. Nepomnyashchy

3 points. *Not offered in 1999-2000.* III H

**RUS W 4036y****Russian Women in Literature and Culture**

A comparative study of Western and Russian feminist thought and practice. Literary historical docu-

# SLAVIC

ments are studied, with emphasis on women's social position, their literary image, and their contributions to culture. —C. Nepomnyashchy

*Knowledge of Russian is not required.*

3 points. TuTh 2:40–3:55

III H

## **RUS W 4050y**

### **Post-Soviet Russian Literature**

Survey of the work of the major writers to have entered Russian literature in the 1980s and 1990s.

The reading list includes Vladimir Makanin, Mikhail Kuraev, Viktor Pelevin, Viktor Erofeev, Vladimir Sorokin, Tatiana Tolstaia, Liudmila Petrushevskaja, Nina Sadur, Svetlana Vasilenko, Valeriia Narbikova, Nina Iskrenko, Evgenii Kharitonov, and others. —V. Chernetsky

3 points.

III H

## **Comp-Lit Russian CPR W 4900**

### **Seminar in Theory: The Ineffable**

A consideration of the ways that critics might attempt to address the untranslatable, the indescribable, and the unspeakable. Possible solutions range from theories of the sublime to critical performance or process, to psychoanalysis and phenomenologies of reading. Readings include works by Adorno, Longinus, Philostratus the Elder, Kant, Walter Pater, Roman Jakobson, Bakhtin, Maurice Blanchot and others. —D. Goldfarb

3 points. Not offered in 1999-2000.

III H

## **SLAVIC LITERATURE AND CULTURE IN TRANSLATION**

### **Comp-Lit Slavic CPV V 3223y**

#### **Postwar East European Prose**

A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz, Borowski, Czeslaw Milosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadaš Peter, Danilo Kiš, Milorad Pavić, Milan Kundera, Josef Škvorecký, Tereza Boučková, and others. —D. Goldfarb

3 points. TuTh 11:00–12:25

III H

## **CZECH LANGUAGE AND LITERATURE**

### **Czech W 1101x -W 1102y**

#### **Elementary Czech I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —S. Ehrlich

4 points. MWTh 6:10–7:25

### **Czech W 1201x -W 1202y**

#### **Intermediate Czech I and II**

Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students. —P. Kussi

*Prerequisite: Czech W 1102 or the equivalent.*

4 points. MTuTh 2:40–3:55

### **Czech W 3333x**

#### **Readings in Czech Literature I**

Extensive readings in Czech literature in the original, with emphasis depending upon the needs of individual students. —P. Kussi

*Prerequisite: Czech W 1202 or the equivalent.*

3 points. MTh 1:10–2:25

III H

### **Czech W 3998x, y**

#### **Supervised Individual Research**

—Staff

*Prerequisite: Departmental approval.*

2-4 points.

III H

**Comparative Literature-Czech CPC W 4030y**  
**Post-war Czech Literature**

—P. Kussi

*A knowledge of Czech is not required.*

3 points. Not offered in 1999-2000.

III H

**Comparative Literature-Czech W 4035y**  
**The Writers of Prague**

Survey of the Czech, German and German-Jewish literary culture of Prague from 1910 to 1930.

Emphasis on Hašek, Capek, Kafka, Werfel, and Rilke. Readings in English. —P. Kuzzi

3 points.

III H

**POLISH LANGUAGE AND LITERATURE**

**Polish W 1101x-W 1102y**  
**Elementary Polish I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —A. Frajlich-Zajac and Staff

4 points.

**Polish W 1201x-W 1202y**  
**Intermediate Polish I and II**

Rapid review of grammar; readings in contemporary nonfiction and fiction, depending on the interests of individual students. —A. Frajlich-Zajac and Staff

*Prerequisite: Polish W 1102 or the equivalent.*

4 points.

**Polish W 3101x-W 3102y**  
**Advanced Polish I and II**

Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students. —A. Frajlich-Zajac and Staff

*Prerequisite: Polish W 1202 or the equivalent.*

4 points.

**Polish W 3998x, y**  
**Supervised Individual Research**

—Staff

*Prerequisite: Departmental approval.*

2-4 points.

H

**Polish W 4048y**  
**Mickiewicz**

—A. Frajlich-Zajac

3 points. Not offered in 1999-2000.

III H

**Polish W 4050y**  
**Contemporary Polish Poetry**

—A. Frajlich-Zajac

*A knowledge of Polish is not required.*

3 points.

III H

**SERBO-CROATIAN LANGUAGE AND LITERATURE**

**Serbo-Croatian W 1101x-W 1102y**  
**Elementary Serbo-Croatian I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —R. Gorup

4 points.



## **Serbo-Croatian W 3333x-W 3334y**

### **Readings in Serbo-Croatian Literature, I and II**

Readings in Serbo-Croatian literature in the original, with emphasis depending upon the needs of individual students. —R. Gorup

*Prerequisite: Serbo-Croatian W 1102 or the equivalent.*

3 points.

## **Serbo-Croatian W 3998x or y**

### **Supervised Individual Research**

—Staff

*Prerequisite: Departmental approval.*

2-4 points.

## **UKRAINIAN LANGUAGE AND LITERATURE**

### **Ukrainian W 1101x-W 1102y**

#### **Elementary Ukrainian I and II**

Essentials of grammar and basic oral expression, with emphasis on drills, reading, writing, and listening comprehension. Reading of simple texts, discussion of readings in Ukrainian. Conducted increasingly in Ukrainian. —V. Sobol

3 points.

### **Ukrainian W 1201x-W 1202y**

#### **Intermediate Ukrainian I and II**

Intensive rapid review of grammar, with some emphasis on conversational skills. Strong emphasis on reading/translating skills, using selections from contemporary Ukrainian periodicals. —V. Sobol

*Prerequisite: Ukrainian W 1102 or the equivalent.*

3 points.

## **Ukrainian W 3998x, y**

### **Supervised Individual Research**

—Staff

*Prerequisite: Departmental approval.*

2-4 points.

H

## **Ukrainian W 4040**

### **Twentieth-Century Ukrainian Prose**

3 points. Not offered in 1999-2000.

III H

## **Ukrainian W 4021y**

### **Introduction to Ukrainian Literature and Culture: Beginnings Through the 19th Century**

The history of a distinct Ukrainian literary and cultural tradition. Introduces the major figures of the national canon. Includes examples from opera and film. Taught in English. —V. Chernetsky

*Prerequisite: Some familiarity with at least one Slavic language.*

3 points.

**Professor:** Jonathan Rieder (Chair)

**Assistant Professors:** Lynn Chancer<sup>1</sup>, Miliann Kang (Visiting), Kelly Moore, Robert Smith<sup>1</sup>

**Adjunct Professor:** Theresa Rogers

Other officers of the University offering courses listed below:

**Professors:** Peter Bearman, Priscilla Ferguson, Alan Silver

**Associate Professors:** Karen Barkey, Hiroshi Ishida

**Assistant Professors:** Kathy Neckerman, Jeffrey Olick, P. Reed (Adjunct)

<sup>1</sup> Absent on leave 1999–2000.

Sociology aims to uncover the theoretical principles that illuminate social life. In pursuing this goal, sociology exhibits a diversity of perspectives. This pluralism is one source of the discipline's vitality. Some scholars reach out to the sciences for their model of sociological inquiry; others look to more humanistic and historical endeavors for their inspiration and identity. But in all its different forms, the discipline as a whole strives to develop rigorous methods, both qualitative and quantitative, for analyzing social life.

Sociology involves more than the accumulation of theory and method for its own sake. Perhaps above all else, sociology is devoted to the exploration of actual social life in all its variousness. Thus it is that sociology majors examine the dynamic processes through which human beings express their social being: cooperation, conflict, power, exchange, morality, symbolism, domination, dependency, deviance, social control, and violence. Students also study the forms to which these processes give rise: social networks, small groups, face-to-face interaction, subcultures, families, gender divisions, religion, popular and high culture, social class, structures of race and ethnicity, bureaucracy, social movements, professions, and the state. The Barnard Department of Sociology tends to focus on these forms and processes as they unfold in the United States. At the same time, we seek to guard against provincialism by grounding our analyses comparatively and exploring the social life of less developed, developing, and other mature industrial societies.

There are no special admissions requirements or procedures. Students (majors and non-majors) are encouraged to consult with members of the department regarding their choice and sequence of courses. Combined and double majors may be arranged. In addition, the Columbia department offers a wide variety of sociology courses which are open to interested Barnard students.

## REQUIREMENTS FOR THE MAJOR

The major prepares students for graduate work in sociology as well as in other disciplines; for professional schools (law, business, social work, journalism, urban planning); and for all occupations requiring general knowledge of society and social interaction as well as basic skills of social research.

A minimum of 10 courses is required for the major, including

SOC BC 1003	<i>Introduction to Sociology</i>
SOC BC 3082	<i>Junior Colloquium—Sociological Theory</i>
SOC V 3211	<i>Quantitative Methods</i> (not later than the junior year)
SOC BC 3087-BC 3088	<i>Individual Projects for Seniors</i>

and at least five other courses selected in consultation with the major adviser. Sociology BC 3211 should be taken no later than the junior year.

There is no major examination. To graduate, a student must complete, to the satisfaction of her instructor in BC 3087-BC 3088, a long paper involving some form of sociological research and analysis.

## REQUIREMENTS FOR THE MINOR

Five courses are required for the minor in Sociology, including SOC BC 1003 and four courses to be selected in consultation with the Sociology adviser.

## COURSES OF INSTRUCTION

### **SOC BC 1003y**

#### **Introductory Sociology**

An introduction to the sociological imagination which focuses on group influences on the individual (conformity, social structure and personality, community and deviance); the institutional arrangements of class, gender, ethnicity, and bureaucracy; the role of social movements and technology in social change. —Instructor TBA

3 points.

III S

### **SOC V 1205x, y**

#### **Evaluation of Evidence**

A non-technical introduction to alternative strategies by which social science data are transformed into evidence for theoretical arguments. Discussion of the logic and procedures of social science research and standards for the critical evaluation of that research; the discussion is based on a careful reading and analysis of significant studies exemplifying the use of different kinds of social science data and methods (field observations, historical archives, surveys, and experiments). —P. Bearman

3 points.

S

### **SOC W 2202y**

#### **Sociology's Historical Imagination: A Survey**

How can we understand such major social forces as nationalism, Islam, and class conflict by combining historical analysis and sociological theory? Can these two disciplines take us further than either one alone? —K. Barkey

3 points.

III S

**Note:** One introductory course in sociology is suggested as a prerequisite for all 3000-level courses.

### **SOC V 3013y**

#### **Women and Health**

Analysis of changing perspectives on women's health status and their roles in the health sector. Topics include women's mental and physical health, contraception, pregnancy, childbirth, morbidity, and mortality examined in the context of social science theories and evidence. —T. Rogers

3 points.

III S

### **SOC BC 3082y**

#### **Junior Colloquium: Introduction to Social Theory**

The rise and transformation of modern society in the 19th and 20th centuries. "Classical" literature such as Marx, Durkheim, and Weber will be read. Selected topics: the relationship between individual, society, and polity; gender relations, class, and status relations; moral and instrumental action. —M. Kang

4 points.

III S

### **SOC BC 3087x-3088y**

#### **Individual Projects for Seniors**

The instructor will supervise the writing of long papers involving some form of sociological research and analysis. —J. Rieder, K. Moore

*Required of all senior majors.*

4 points.



**SOC BC 3115x**

**Feminist Theory**

An analysis of the theoretical assumptions and political implications of liberal, radical, Marxist, and socialist variants of first- and second-wave feminist theory, including recent works in psychoanalytic and postmodern feminism. Also considers the implications of such feminist arguments for debates within contemporary and classical sociological theory. —Instructor TBA

*Permission of the instructor required. Enrollment limited.*

4 points. Not offered in 1999-2000.

III S

**SOC V 3200x**

**Gender, Class, and Race**

The critical role of gender, class, and race in social life, and their relationship to inequality, community, and culture. Focuses on reactions to and perceptions of difference in the spheres of family, work, sexuality, and politics. —Instructor TBA

3 points.

I S

**SOC V 3206x**

**Race, Culture, and Identity in the Contemporary United States**

The impact of race on culture and identity, with emphasis on black-white relations: Is there a “great divide”?; affirmative action, individualism and communalism; imagery of blacks and whites in art and entertainment; Afro-Caribbean/African-American differences; ethnicity and “white” culture: white backlash and racism; integration and black nationalism; the ambiguities of “crossover” culture; new immigration. —J. Rieder

4 points.

I S

**SOC W 3208y**

**The Sociology of Race**

Combines a historical and sociological inquiry into the idea of race with an examination of how individuals and groups have interpreted, contested, negotiated, and transformed racial identities. Topics include: race and science; ethnicity, nation, and class-based models of racial formation; comparative racial classification systems; the civil rights and black power movements; racial identity and politics; race and class; rights and equality. —F. Polletta

3 points. Not offered in 1999-2000.

I S

**SOC BC 3904y**

**Music and Society: Calypso and Reggae**

A study of calypso and reggae in their social context, emphasizing their functions as media for social, political, and cultural discourse. —E. Edmonds

*Open to sophomores and juniors.*

3 points.

I S

**SOC BC 3211y**

**Quantitative Methods**

An introduction to statistical methods emphasizing their application to practical research problems.

Topics include frequency distributions, cross-tabulations and correlation, basic concepts of probability, hypothesis testing, and the analysis of variance. Students will learn to execute basic statistical analyses on a personal computer. —R. Peterson

4 points.

**SOC V 3213x**

**Culture in Contemporary America**

An analysis of the values and meanings that form American pluralism and the communities that create and consume culture. Examples come from popular and elite culture: American individualism, rhythm and blues, Christian fundamentalism, liberalism and conservatism, abortion politics, television, and film. A central focus is on race, ethnicity, and identity. —J. Rieder

3 points. Not offered in 1999-2000.

S

## **SOC V 3216y**

### **Organizations in Modern Society**

An exploration of the growth of large organizations in politics, business, government, and culture; the structure of the corporation; not-for-profit organizations (art museums, universities); organizational cultures; dilemmas of hierarchy, power, and alienation; the tension between organizations and democracy; left and right critiques of the organizational state. —K. Moore

3 points. Not offered in 1999-2000.

III S

## **SOC V 3217y**

### **Law and Society**

The institutions, ideologies and practices that shape the workings of law; sociological theories of law; law and social change; domestic violence; affirmative action; recent Supreme Court rulings. —M. Kang

3 points.

II S

## **SOC V 3219y**

### **Development and Social Conflict in the Third World**

—P. Heller

3 points. Not offered in 1999-2000.

II S

## **SOC V 3221x**

### **Social Disorganization: Deviance and Social Control**

A study of different theoretical approaches to deviance and an analysis of important empirical research on various forms of deviant behavior. Crime is considered within the broader context of social deviance. —P. Reed

3 points.

S

## **SOC V 3222y**

### **Criminology**

Building upon theoretical perspectives studied in SOC W 3221x, theories and research relating to criminal behavior are examined. Topics include the comparative study of crime, juvenile delinquency, organized crime, and public policies to control and prevent crime. —P. Reed

3 points.

S

## **SOC V 3225y**

### **Sociology of Education**

Social organization of education in the United States and its effects. Examines schools as agents of socialization: the contribution of education to social equality and inequality; schools as formal and informal organizations; teachers and students; and the politics of education, including case studies of desegregation, decentralization, and public versus private schooling. —K. Neckerman

3 points.

III S

## **SOC V 3920x**

### **Science and Society**

The social factors that shape the practice of science, the development of knowledge, and the impact of both on society. Topics include the social construction of scientific facts; the institutional structure of the science world; feminist and other critiques of scientific "objectivity"; and the politics of research on AIDS, nuclear power, and race. —K. Moore

3 points. Not offered in 1999-2000.

III S

## **SOC V 3228x**

### **Sociology of Medicine**

An analysis of illness and its management in contemporary society. Topics include social definitions of health and illness; the structure of the "sick" role; social factors in the etiology and distribution of illness; social organization of the medical profession and of the hospital; problems and prospects of health delivery systems. —T. Rogers

3 points.

III S

**SOC V 3235y**

**Social Movements**

Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media. —K. Moore

3 points.

III S

**SOC W 3238x**

**The Sociology of Everyday Life**

Approaches to the study of culture through readings of the familiar "texts" of everyday life and the practices they reveal. Topics covered include dining, cuisine, manners, urban topography, gender, and popular culture. —P. Ferguson

3 points.

III S

**SOC W 3240y**

**Introduction to Japanese Society**

Japanese society and culture. Its background, development, and present status. The transformation of a non-Western, non-industrialized society into an advanced, modern industrial society. —H. Ishida

3 points.

II S

**SOC BC 3250y**

**Sociology of Jewish Life in America**

A sociological analysis of Jewish life in America since World War II. Educational, occupational, economic, and political patterns of American Jews; the American Jewish family; changing patterns of religious observance, affiliation, and assimilation; relations with other ethnic groups; American Jews and Israel; challenges to Jewish identity and continuity in American society.

3 points.

III S

**SOC W 3270x**

**Mass Media/Popular Culture**

Contemporary forms of mass media and genres of popular culture, including print and broadcast journalism, television, movies, popular literature, fashion, and music. Issues include the rise of mass society; the role of organizations and institutional environments in shaping the production of mass culture; the role of mass culture in producing and reproducing basic social categories, like racial and gender stereotypes; how the media shapes politics. —Instructor TBA

3 points.

I S

**SOC V 3275y**

**Health Care Crises: U.S. in Comparative Perspective**

Health, illness, treatment, and the organization and delivery of care. Includes questions of social policy, such as differential distribution and utilization of healthcare, alternative forms of financing, and ethical issues in the use of technology. Examination of the changing relationships between consumers, providers, and payers of services. —M. Ruggie

3 points. Not offered in 1999-2000.

III S

**SOC V 3307x**

**Asian Americans in the Ethnographic Imagination**

An exploration of visions (and the reality) of Asian-American life as they emerge in ethnographic studies, literary depictions and media imagery. Topics include: assimilation and acculturation; economic mobility; political participation; conflict between the generations; class divisions; the search for identity. —M. Kang

3 points.

II S



## SOC V 3310

### Gender and Deviance

Examines how gender categories can bestow deviant status on women and men. Theories of deviant behavior are reinterpreted in light of new perspectives on gender. Proposed topics include sexuality (e.g., maternity norms, reproductive rights issues, diversity of sexual practices); mental illness; crimes by and against women; and cultural representations of gender. —L. Chancer

3 points. Not offered in 1999-2000.

III S

## SOC V 3320y

### Social Problems

A consideration of the historical evolution of American theories of social problems and the application of theoretical frameworks to specific problems such as poverty, homelessness, crime, and race- and gender-based discrimination. —L. Chancer

3 points. Not offered in 1999-2000.

III S

## SOC V 3324y

### Poverty, Inequality, and Policy: A Sociological Perspective

An examination of poverty, the "underclass," and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness. —R. Smith

4 points. Not offered in 1999-2000.

III S

## SOC V 3330y

### Asian American Gender and Sexuality

Contemporary theories of gender as they apply to Asian Americans: traditional and emerging definitions of masculinity and femininity; gender roles within the family; the impact of immigration on gender roles; stereotypes of Asian sexuality; military prostitution and the sex industry; gay, lesbian, bisexual, and transgender identities; inter- and intra-racial dating and marriage. —M. Kang

3 points.

II S

## SOC W 3331x

### Creation and Career in Art Worlds

The arts and the social forces through which they are made. Explores how patrons and artistic organizations combine with audiences and informal networks of artists to provide resources (emotional, intellectual, and material support) necessary to artistic careers. Examines how social relations and cultural canons around artists affect the form and content of their art. —H. White

3 points. Not offered in 1999-2000.

S

## SOC V 3247y

### The Immigrant Experience, Old and New

The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of "new" immigrants (Asians, Latinos, West Indians); Proposition 187; and changing American views of immigration. —M. Kang

3 points.

I S

## SOC V 3350x

### Religion and Social Change

Examines religious values and organizations as bases for social change, with an emphasis on changes in ideas and practices concerning time, work, inequality, and power. Examples are drawn from older religious traditions, including Judaism, Christianity, Buddhism, Islam, and Hinduism, as well as newer religions, including Wicca, Scientology, and Hare Krishna. —K. Moore

3 points.

III S

**SOC V 3555y**  
**Sociology of Family Institutions**

An examination of major theoretical frameworks and empirical research concerning the family. Analysis of the contemporary industrial family, with considerable attention to historical and cross-cultural materials. Some topics are courtship and mate selection; sex roles and sexuality; alternative family structures; parenthood and the changing status of children; the impact of class, ethnicity, and race on family life; social policy and the future of the family. —Instructor TBA  
3 points. III S

**SOC V 3290x**  
**Sociology of Youth**

“Youth” as a biological condition, social construction, cultural phenomenon, and political status. Offers historical, political, and economic perspectives on youth drawing from sociological theory, ethnography, and students’ lived experience with an emphasis on popular culture. —Instructor TBA  
3 points. I S

**SOC V 3900y**  
**Blacks and Jews: A Sociological Perspective**

The social, political, and cultural dynamics of black-Jewish conflict and communion. Topics include the Exodus narrative; the link in arts and entertainment; the rise and fall of the civil rights coalition; ethnocentrism and universalism; class, identity, and citizenship; explanatory limits of the categories “black” and “Jewish.” —J. Rieder  
*Permission of the instructor required. Prerequisite: SOC BC 1003, and another intro social science or cultural analysis course.*  
4 points. *Not offered in 1999-2000.* I S

**SOC V 3930x**  
**Research Seminar on Asian-American Life**

A limited-enrollment research seminar in which students carry out empirical studies of some of some aspect of Asian-American economic, cultural, social, and political life. —M. Kang  
*Limited enrollment.*  
4 points. II S

# SPANISH AND LATIN AMERICAN CULTURES

208 Milbank Hall

Chair: 854-2061

Language Coordinator: 854-5422

Faculty Administrative Assistant: 854-5417

<http://www.barnard.columbia.edu/spanish>

**Professors:** Alfred Mac Adam, Mirella Servodidio (Chair), Marcia L. Welles<sup>2</sup>

**Assistant Professors:** Isolina Ballesteros<sup>1</sup>, Persephone Braham (Visiting), Licia Fiol-Matta<sup>1</sup>

**Senior Lecturers:** James Crapotta (Language Coordinator), Agueda Rayo, Flora Schiminovich

**Associate:** Ada Fuentes-Rivera

<sup>1</sup>Absent on leave Autumn term.

<sup>2</sup>Absent on leave Spring term.

The Spanish major trains the student to express herself fluently in both oral and written Spanish. It provides her with an intellectual grasp of both the literature and culture of Spain and Latin America.

Foreign Language Requirement for the Degree: first-year students with prior training in Spanish who wish to satisfy Barnard's foreign language requirement in Spanish will be placed in the appropriate language course on the basis of either their CEEB score or the pre-registration placement test administered by the Spanish Department. Students scoring 4 or above on the placement test will be exempted. All others must complete BC 1204. Transfer students should consult the department chair.

The Spanish Club facilitates joint faculty-student projects. The club sponsors discussion sessions and films and lectures by writers, artists, and visiting scholars.

## REQUIREMENTS FOR THE MAJOR

Interested students should consult members of the department as early as possible in order to create a course of study suited to their particular interests. The Spanish Department also provides guidance for students interested in the Spanish subdivision of the Foreign Area Studies major. The Spanish Department actively encourages students to study abroad and may be consulted about these programs.

There are three majors available to prospective students in the department: **I. Language and Literature**, **II. Spanish Studies**, **III. Latin American Studies**. Each option requires a Senior Essay (BC 3999x or y *Independent Study for Majors*).

**I. Language and Literature:** This program emphasizes a knowledge of Spanish language and the literature of Spain and Latin America. The major consists of 11 courses. The six required courses are:

- |               |  |
|---------------|--|
| BC 3115       | <i>Latin American Culture I</i>  |
| V 3351        | <i>Literature and Culture of Latin America: Colonial through Modernism</i>     |
| V 3352        | <i>Literature and Culture of Spain: Medieval through Golden Age</i>            |
| V 3353        | <i>Literature and Culture of Spain: Enlightenment to the Generation of '98</i> |
| BC 3127       | <i>Don Quijote</i>   |
| BC 3999x or y | <i>Independent Study for Majors</i> (thesis topic and adviser to be selected)  |

Five electives (of 3 points each) are to be chosen from literature and culture courses at the 3000 level (in Spanish).

**Requirements for the Minor:** Six courses from the language and literature options at the 3000 level (in Spanish), chosen in consultation with a departmental adviser. No more than two may be Spanish language courses. Students are encouraged to take one or more of the Literature and Culture survey courses, e.g., V 3351, V 3352, V 3353.



**II. Spanish Studies:** This program emphasizes the literature, history, and culture of Spain. The major consists of 12 courses (eight within the Spanish Department, four within other disciplines).

The three required courses are:

- V 3352 *Literature and Culture of Spain: Medieval through Golden Age*
- V 3353 *Literature and Culture of Spain: Enlightenment to the Generation of '98*
- BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Three electives of 3 points each are to be chosen from the Peninsular literature and culture courses at the 3000 level (in Spanish). BC 3004, Section 5 *Language and Film: Issues in Contemporary Spanish Cinema*, and Section 2 *Special Issues in Contemporary Spain* and DAN BC 3250, BC 3252 *Flamenco and Classical Spanish Dance I and II* are recommended.

Four courses are to be chosen from offerings in the Social Sciences or Humanities that relate to Spain and define a special field of interest (to be chosen in consultation with the major adviser). History BC 1011 and 1012 *Introduction to European History* are strongly recommended.

**III. Latin American Studies:** This program emphasizes the literature, history, and culture of Latin America. The major consists of 14 courses (eight within the Spanish Department; six within other disciplines).

The four required courses are:

- BC 3115 *Latin American Culture I*
- BC 3116 *Latin American Culture II*
- V 3351 *Literature and Culture of Latin America: Colonial through Modernism*
- BC 3999x or y *Independent Study for Majors* (thesis topic and adviser to be selected)

Four electives of 3 points each are to be chosen from the 3000 level, two of which must pertain to specific regions of Latin America (BC 3143 *Literature of the Spanish Caribbean*; BC 3117 *Literature of the Southern Cone*; BC 3118 *Contemporary Mexican Literature*; BC 3119 *Literature of the Andes*; BC 3120 *Twentieth-Century Puerto Rican Literature*).

Six courses in the social sciences or humanities that pertain to Latin America and define a special field of interest (to be selected in consultation with the major adviser).

**Requirements for the Minor:** Seven courses required (three courses in Spanish):

- BC 3115 *Latin American Culture I*
- BC 3116 *Latin American Culture II: A Socio-Historical Approach*
- V 3351 *Literature and Culture of Latin America: Colonial through Modernism*

Four courses in the social sciences or humanities that pertain to Latin America, to be chosen in consultation with the department.

## COURSES OF INSTRUCTION

### LANGUAGE COURSES

(Enrollment is limited to 20 students per section; sign-up sheets are on the departmental bulletin board.)

#### SPA V 1101x-1102y

##### Elementary First-Year Course

An introductory course to Spanish as a vehicle for oral and written communication. Emphasis on speaking, listening comprehension, reading, and writing. Fundamentals of grammar. Tape recorder required for homework on audiotapes. —Staff

4 points.

#### SPA BC 1103x

##### Intensive Review of Elementary Spanish

Course for incoming students whose score on the placement examination puts them between the beginning and intermediate levels. To be followed by BC 1203y. —Staff

4 points.

## **SPA BC 1203x, y** **Intermediate Course, Part I**

Further development of spoken and written communication skills. Review of grammar and syntax. Discussion and analysis of short literary texts. Some linguistic and cultural analysis of contemporary Spanish videos and films. —Staff

*Prerequisite: V 1102 or BC 1103 or the equivalent.*

4 points.

## **SPA BC 1204x, y** **Intermediate Course, Part II**

Review of more advanced grammar points. Readings, discussions, and analysis of important works by Latin American authors. Analysis and discussions of Latin American films. —Staff

3 points.

## **SPA BC 1207y** **Intermediate Conversation**

Designed to advance oral and listening proficiency and to increase vocabulary within a wide range of daily and contemporary topics. Materials include readings, cassettes, and videotapes. Activities include role-playing, interviews, small group activities, and oral reports. Some visits to Hispanic cultural events in New York City will be required. —Staff

*Recommended parallel: Spanish BC 1203, BC 1204. Prerequisite: V 1101x-1102y or the equivalent. Not open to native speakers.*

2 points.

## **SPA BC 1208** **Spanish for Spanish-Speaking Students**

Designed for native and non-native speaking Spanish-speaking students who have oral fluency beyond the intermediate level, but have had no formal language training. Introduction to Spanish grammar with special emphasis on complex sentence structure and syntax. Writing, reading, and building new vocabulary. May be used to satisfy language requirement with permission of the instructor.

*Prerequisite: Oral fluency.*

3 points.

## **SPA BC 3003y** **Advanced Oral and Written Spanish: Contemporary Issues in a Hispanic Context**

Development of oral and written skills through contact with authentic written and video materials. Topics include values, gender, technology, politics, and diversity. Emphasis on advanced language functions: sustaining narration, expressing opinions, and hypothesizing. Weekly expository and creative writing assignments; final oral presentation. Required class visit to a Hispanic cultural event.

3 points.

## **SPA BC 3004x, y** **Language and World View**

Reinforcement and development of modern language skills through focused attention on contemporary sociopolitical issues of Spain and Latin America. Useful for students in Foreign Area Studies, Political Science, History, and Economics.

*Enrollment limited to 20 students. Sign-up sheets on departmental bulletin board.*

3 points.

### **2. Special Issues in Contemporary Spain**

Features films and readings from newspapers, magazines, and journals centering on the issues confronting contemporary Spain: the transition to democracy and modernization, terrorism, regional autonomy, feminism, and sexual identity. Readings, discussions, and papers designed to improve oral and written proficiency.

### **3. Hispanics in the United States**

An investigation of the cultural and socioeconomic patterns of Hispanics in the United States; their participation in the world of entertainment, visual arts, and literature; and their struggle for political



power. Reinforcement of oral and written Spanish. Films, newspaper and magazine articles, essays.

## 4. Lives of Creative Women in the Spanish-Speaking World

An investigation of the diversity of women's experience of the creative process. Poetry, essays, films, and paintings will be examined in their biographical and critical contexts. Works by and about: Sor Juana Inés de la Cruz, Frida Kahlo, María Luisa Bemberg, Gloria Anzaldúa, Rosario Castellanos, and others. Interviews with poets and artists.

## 5. Language and Film: Issues in Contemporary Spanish Cinema

An examination and discussion of three recurrent themes in Spanish films of the last quarter century: childhood memories and the Civil War; the politics of gender and family; and alienation, addiction, and despair. Emphasis on the development of listening and speaking skills and vocabulary building.

## 6. Political Acts: Latin American Theatre in the 20th Century

Development of language skills through the study of some of the most representative plays in 20th-century Latin America. Focus on issues of cultural identity and pluralism, the role of women, tradition and change, race, politics, and repression. Works by Ariel Dorfman, Griselda Gambaro, and others.

*Active student participation and work in discussion groups expected.*

3 points.

### SPA BC 3096

#### Poetry Writing in Spanish

Writing of at least two original works of poetry in Spanish to be read and commented upon by the group. Varied assignments designed to explore the resources of language through free association, imitation, allusions, and similar techniques. Reading of contemporary Latin American women poets to provide a further context and enrich discussion.

*Prerequisites: Completion of language requirement or Spanish-speaking background and permission of the instructor.*

2 points.

## LITERATURE AND CULTURE COURSES

For non-majors, all courses will count toward the distribution requirement, Part A. All departmental courses are conducted in Spanish unless otherwise stipulated. The prerequisite for all literature and culture courses is satisfaction of the foreign language requirement in Spanish. Exceptions should be discussed with the instructor and the departmental chair.

## INTRODUCTORY COURSES

*(Enrollment limited to 15 students. Sign-up sheets on departmental bulletin board.) Designed to acquaint students with close reading of a limited number of major literary texts. Emphasis is on the analysis of language and genre and serves as a bridge between intermediate language courses and more advanced courses in literature and culture.*

### SPA BC 3109

#### Introduction to Literary Analysis

Instruction in techniques of literary analysis applied to works representing different genres. Development of a critical vocabulary. Analysis of style, structure, and content. Introduction to theories of criticism.

3 points.

H

### SPA BC 3110

#### An Introduction to Spanish Theatre

Analyses of the varied functions and forms of theatre in representative Spanish plays of the 17th through the 20th centuries: the *comedia*, the *entremés*, Romantic drama, the *esperpento*, surrealist theatre, absurdist comedy, and political satire. Authors include Cervantes, Lope de Vega, Zorrilla, Valle-Inclán, Lorca, Arrabal, and Ruibal.

3 points.

H



## SURVEY COURSES: TEXTS AND CONTEXTS

A series designed to coordinate literary and non-literary readings of Spain and Latin America with their social, political, intellectual, creative, and historical implications. May include museum visits, lectures, and films.

### **SPA V 3351**

#### **Literature and Culture of Latin America: Colonial through Modernism**

Literary readings coordinated with their social, political, intellectual, creative, and historical implications.  
3 points. H

### **SPA V 3352**

#### **Literature and Culture of Spain: Medieval through Golden Age**

Literary readings coordinated with their social, political, intellectual, creative, and cultural implications.  
3 points. H

### **SPA V 3253**

#### **Literature and Culture of Spain: Enlightenment through the Generation of '98**

Literary readings coordinated with their social, political, intellectual, creative, and historic implications.  
3 points. H

## ADVANCED COURSES

### LATIN AMERICA

#### **SPA BC 3115**

##### **Latin American Culture I**

Latin American history, society, and art, from the time of the great Indian empires to the late 19th century.  
3 points. III H

#### **SPA BC 3116**

##### **Latin American Culture II: A Socio-historical Approach**

A revisionist examination of Latin American history, politics, and society. From the aftermath of the Wars of Independence (1824-1880) to contemporary Latin America in the context of its modernization and dependency.  
3 points. III H

#### **SPA BC 3117**

##### **Literature of the Southern Cone: The Dialects of Fantasy and Reality**

An examination of the literature of the Southern Cone — Argentina, Uruguay, Paraguay, and Chile; the tension between fantastic literature and literary realism. Readings include Borges, Casares, Ocampo, Onetti, Donoso, and Augusto Bastos.  
3 points. III H

#### **SPA BC 3118**

##### **Contemporary Mexican Literature: The Interplay of History and Narrative**

A study of Mexican historical novels as meeting places for the rival discourses of history and narrative. Works by significant Mexican authors (Yáñez, Fuentes, Paz, Poniatowska, Pacheco, Ibarguenoitia, and Castellanos).  
3 points. III H

#### **SPA BC 3119**

##### **Literature of the Andes: Revolution and Identity**

The region of the Andes (Colombia, Ecuador, Bolivia, Peru, and Chile) has produced great poets—Mistral, Neruda, and Vallejo—as well as extraordinary novelists, Donoso and Vargas Llosa. This course seeks to identify the essential traits of the region's literature and relate them to its tumultuous history.  
3 points. III H

## SPA BC 3112

### Love and Eroticism in Contemporary Latin American Literature

An introduction to the artistic manifestations of love and eroticism and their relationship to social attitudes. Works by Gabriela Mistral, Vicente Huidobro, Neruda, Paz, Borges, Isabel Allende, Vargas Llosa, and García Marquez.

3 points.

III H

## SPA BC 3120

### Twentieth-Century Puerto Rican Literature

A study of Puerto Rican authors (Ferré, Sánchez, Pedreira, Julia de Burgos, González, Marqués) and their interpretation of socio-historical development in Puerto Rico. The relationship of these texts to historical writing (e.g., Quintero Rivera), and the revisionist trend in Puerto Rican historiography.

3 points. Not offered in 1999-2000.

III H

## SPA BC 3122

### Contemporary Latin American Short Fiction

Readings of short stories and novellas by established and emerging writers from Spanish America and Brazil. Defines the parameters of Latin American short fiction by exploring its various manifestations—fantastic literature, protest writing, satire, and realism. Among the authors to be studied will be: Machado de Assis, Borges, García Marquez, Ana Lydia Vega, Clarice Lispector, Silvina Ocampo, and José Donoso.

3 points.

III H

## SPA BC 3136

### Experimental Texts by Latin American Women

An analysis of experimental works by Latin American women in fiction, poetry, and drama, in order to uncover the relationship between women authors and foundational or *avant garde* movements such as *modernismo*, *vanguardias*, surrealism, fantastic literature, the so-called “boom,” and revolutionary literature. Special emphasis on the relationship between gender and writing.

3 points.

III H

## SPA BC 3141

### La Novela del Boom, 1962-1970

A close readings of the novels that place Spanish America in the mainstream of worldwide literary production during the sixties. Authors include: Fuentes, Cortázar, Cabrera Infante, Vargas Llosa, Puig, and Donoso. *Prerequisite: Permission of the instructor.*

3 points.

III H

## SPA BC 3143

### Literature of the Spanish Caribbean

A study of works from the Spanish-speaking islands of the Caribbean, Cuba, the Dominican Republic, and Puerto Rico, in order to unravel the cultural traits, historical patterns, and politico-economic realities that these islands may or may not have in common. —L. Fiol-Matta

3 points.

III H

## SPAIN

## SPA BC 3126

### Archetypal Patterns in Contemporary Women's Fiction

A consideration of the relationship between contemporary fiction by women and traditional archetypal configurations. The following categories of novels will be studied: the bildungsroman (initiation into adulthood); novels of enclosure (marriage and social involvement); novels of eros (the quest for sexuality); novels of rebirth (personal transformation). Authors studied will be Laforet, Martín Gaité, Tusquets, Alós, Moix, Montero, Riera.

3 points.

III H

## SPA BC 3127

### Don Quijote

A study of Cervantes' masterpiece, concentrating on the narrative models available to him and his own creation of the “novel.” Readings also include selected *Novelas Ejemplares* and critical studies.

3 points.

H

**SPA BC 3131**

**Civil War and Post-War Spain: Myth and Reality Through Film, History and Literature**

Contemporary Spanish films serve as a point of departure for the study of the Civil War and Franco periods as both historical fact and myth. Includes an analysis of its representation in memoirs and literary works and its significance in light of Spain's recent political transformation.

3 points.

III H

**SPA BC 3134**

**Marriage and Adultery in 19th-Century Spanish Fiction**

A consideration of the conflicting interests of 19th-century society as represented through the themes of marriage and adultery: the desire for social stability vs. the potentially subversive drive for freedom and self-affirmation. The roles of women, class, culture, and religion emphasized in works by Galdós, Clarín, Caballero, and others.

3 points.

III H

**SPA BC 3137**

**Spanish Literature from 1975: The Postmodern Discourse**

A close reading of some of the most significant works and trends of post-Franco Spain in the light of postmodern theories. Readings will include works by Martín-Gaité, Vázquez Montalbán, Montserrat Roig, Lourdes Ortiz, J.J. Millás, Ana Rosetti, Paloma Pedrero, Antonio Gala, Almudena Grandes.

3 points.

H

**SPA BC 3138**

**The Spanish Inquisition**

A study of the cultural impact of the institution from its establishment and spread to the New World to its final abolition. Readings include Holy Office trials of heresy, witchcraft, and sexual deviation, the *Lazarillo de Tormes* and its expurgated version, as well as stories by Cervantes, Francisco Ayala, and Carme Riera. Visual materials include representations of *autos da fé* and etchings by Goya.

3 points.

III H

**SPA BC 3150**

**The Deceived Husband: Passion, Perversion, and Death**

An examination of the figure of the deceived husband in light of the honor code and the male fantasies that produce it. Readings include plays and short stories of the Golden Age (Calderón, Lope, Cervantes, María de Zayas) as well as contemporary plays (Valle-Inclán and García Lorca) and film (Buñuel).

3 points.

III H

**SPA BC 3151x**

**Spanish Film: Cinematic Representations of Spain**

An examination of Spanish film in both theoretical and historical terms. Considers political and ideological changes through the 20th century and their repercussions in cinematic representation. Topics include: surrealism and Buñuel's legacy; representations of Franco and the civil war; censorship and self-censorship; gender, sexualities, and national identities; film-literature relations.

3 points.

III H

**Spanish-Women's Studies SPW BC 3135y**

**Reading for Difference: Lesbian and Gay Themes in Hispanic Literature and Film**

Homosexual issues and images in major literary works and films of Spain and Latin America. Themes include the social construction of sexuality, political contexts, gay and lesbian self-representation, homosexual desire, closeting and disclosure, defining a gay poetics. Authors include Lorca, Arenas, Tusquets, Molloy, Peri Rossi, Puig, and Almodóvar. —J. Crapotta

3 points.

III H

**COURSES IN ENGLISH**

**SPA BC 3203**

**20th-Century Women Poets of the Americas: Kindred Voices**

Cross-cultural themes, images, and poetics in women poets of North America and Latin America. Discussion topics include: the search for a matrilineal poetic ancestry; the revival of the goddess; the



poetics of subversion. Emphasis on African American, Native American and Latina authors like Ntozake Shange, Sonia Sánchez, Mary Tallmountain. Also, Gabriela Mistral, H.D., Rosario Castellanos, Claribel Alegría, Adrienne Rich.

3 points.

I H

## **SPA BC 3204**

### **Latina Literature**

A study of fiction, poetry and prose (essayistic and autobiographical) written by Latinas in the United States. Topics include bilingualism and biculturalism; migration and crossing, “return” and “home”; community, culture, and nation; identity; and women’s strategic positioning in the literary and political discourses of the Latino movement.

3 points.

I H

## **SPA BC 3205**

### **Hispanic Gay and Lesbian Representations in the Literatures of the Americas**

Lesbian and gay images and issues in literary and theoretical writings of Latin American authors and of the United States. Hispanic and North American constructions of homosexual/heterosexual and male/female forms of erotic desire; the relationship of politics, sexuality, and race. Authors included Puig, Arenas, Peri Rossi, Anzaldúa, and Moraga.

*May not be taken with SPW BC 3135.*

3 points.

I H

## **SPA BC 3264**

### **The Boom: The Spanish American Novel, 1962-70**

The writing that catapulted Latin America into the mainstream of world culture: Fuentes, García Marquez, Manuel Puig, Julio Cortázar, José Donoso, and Mario Vargas Llosa.

*Prerequisite: For reading and writing in Spanish, satisfaction of language requirement and one SPA literature course. To receive major or Comparative Literature credit, readings and written work must be done in Spanish. May not be taken with SPA BC 3141.*

3 points.

III H

## **SPA BC 3266**

### **Buñuel, Lorca, Dalí: Explorations in Desire**

A study of the impact of Freudian psychoanalysis and surrealist theory and practice on three major figures of early 20th-century Spain. The relationship between dream language and the poetic and visual rhetoric of desire will be studied in the plays and poetry of Federico García Lorca, the paintings of Salvador Dalí, and the films of Luis Buñuel.

3 points.

III H

## **SPA V 3265**

### **Latin American Literature in Translation**

A study of contemporary Latin American narrative; its origins and apotheosis. Readings include Machado de Assis, Borges, García Marquez, Puig, and others.

3 points.

I H

## **CPS 3010**

### **Picaresque Narratives: The Discourse of Disorder**

An investigation of the structures and ideology of the picaresque, with emphasis on the relationship between genre and gender, writing and authority. Readings include Petronius and Apuleius, the *Lazarillo de Tormes* and Francisco de Quevedo’s *The Swindler*, Daniel Defoe’s *Moll Flanders*, Kathy Acker’s *Don Quijote*, and Isabel Allende’s *Eva Luna*.

3 points.

I H

**FOR SPANISH AND PORTUGUESE COURSES AT COLUMBIA UNIVERSITY,  
CONSULT COLUMBIA UNIVERSITY BULLETIN.**

Officers of the University offering courses in Statistics:

**Professors:** Graciela Chichilnisky, Christopher Heyde, Ioannis Karatzas, David H. Krantz (Psychology), Bruce Levin (School of Public Health), Shaw-Hwa Lo (Chair), Paul Meier (School of Public Health)

**Associate Professors:** Melissa D. Begg (School of Public Health), Jaksa Cvitanic, Victor de la Peña, Guillermo Gallego (IEOR), Andrew Gelman, Daniel Heitjan (School of Public Health), Marianthi Markatou, Myunghee Paik (School of Public Health), Daniel Rabinowitz, Karl Sigman (IEOR), Christine Waternaux (School of Public Health)

**Assistant Professors:** Emilia Bagiella (School of Public Health), Xin Hua Liu (School of Public Health), Michael Parides (School of Public Health), Yongzhao Shao, Andrea Troxel (School of Public Health)

**Adjunct Associate Professor:** Demissie Alemayehu

**Adjunct Assistant Professor:** Eva Petkova (School of Public Health)

**Barnard Departmental Representative:** Victor de la Peña, x 43653

The Department of Statistics offers a wide range of courses in probability and statistics. Probability and statistics deal with phenomena involving uncertainty. Probability theory describes the behavior of given random systems, while statistical methods facilitate the discovery of hidden regularities in such systems from observed data. The department trains students to apply statistical methodology in their later careers in the biomedical or social sciences, business, engineering, etc., or to continue with graduate study in statistics, business management, operations research, and related fields. Members of the department are actively engaged in both theoretical and applied research. Students may not take both 1001 and 1111 for credit. Certain majors require 1111. Consult the respective major department.

## REQUIREMENTS FOR THE MAJOR

All majors should consult the departmental representative regularly in planning their programs of study. The requirements listed below are special to this department and must be read in conjunction with the general requirements for the bachelor's degree. As a rule, no more than 12 points of transfer credit may be accepted toward the major.

A total of 13 courses are required for the major, including:

Mathematics V 1101, V 1102, and V 2010, or their equivalents

STAT W 1211, either STAT W 3000 or, STAT-IEOR W 4105, Statistics W 3659/4107, W 4315, and W 3701. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 3659/4107, with approval of the adviser.

One approved course in computer science beyond the introductory level and four additional courses to be chosen with departmental approval from statistics, mathematics, computer science, or operations research, at least two of which must be statistics courses numbered above 4200.

## REQUIREMENTS FOR THE MINOR

The minor in Statistics requires a minimum of six courses, five in statistics, including: STAT W 1211, either STAT W 3000 or W 4105, W 3659/4107, W 4315, and any statistics course numbered above 4200. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 3659/4107, with approval of the adviser. The sixth course is an elective which requires approval by the adviser.

See Mathematics Department for Mathematics Statistics Major.

## COURSES OF INSTRUCTION

**STA W 1001x, y****Introduction to Statistical Reasoning**

Designed for students in non-quantitative fields. Probability concepts and basic theory of sampling distributions are used as aids to quantitative reasoning and data analysis, with illustrations drawn mainly from the social sciences. Problems of data quality and causal inference; graphical and numerical summaries of data; statistical modeling of relationships between variables; use of computer for data management, evaluation of models, and estimation of parameters. —x: V. de la Peña; y: Instructor TBA

*Prerequisite:* Some high school algebra.

3 points.

**STA W 1111x, y****Introduction to Statistics**

Designed for students in fields (such as economics) that emphasize quantitative methods. Probability concepts and basic theory of sampling distributions are used as aids to quantitative theory and data analysis, with illustrations drawn from the natural and social sciences. Problems of data quality and causal inference; graphical and numerical summaries of data; statistical modeling of relationships between variables; use of computer for data management, evaluation of models, and estimation of parameters. —x: A. Gelman; y: Instructor TBA

*Prerequisite:* High school mathematics through intermediate algebra. Enrollment limited to 50 per section.

3 points.

**STA W 1211x, y****Introduction to Statistics B**

Designed for students in fields that emphasize quantitative methods. Probability concepts and basic theory of sampling distribution are used as aids to quantitative reasoning and data analysis, with illustrations drawn from the natural and social sciences. Introduction to use of computers for data management, graph construction, evaluation of regression models, and estimation of unknown parameters. Topics of Statistics W 1111 are covered in greater depth. —Instructor TBA

*Prerequisite:* Calculus I

3 points.

**STA W 3000y****Introduction to Statistics: Probability Models**

An introduction to the main ideas and tools of probability emphasizing conceptual understanding and problem solving rather than theory. The topics covered include: conditional probability and expectation, independence, Bayes's rule, important distributions, random variables, joint distribution, variance, central limit theorem, law of large numbers, sums of independent random variables, Markov's inequality, Chebychev's inequality. Examples are drawn from several areas of human knowledge, including: genetics, biology, meteorology, engineering, reliability, medical studies, sports, elections, sampling, and finance. May be used for partial fulfillment of science requirement. —V. de la Peña

*Prerequisite:* Calculus I and II

3 points.

**STA-IEOR STI W 3600x****Introduction to Probability and Statistics**

Fundamentals of probability and statistics used in engineering and applied science. Probability: random variables, useful distributions, expectations, laws of large numbers, central limit theorem. Statistics: point estimations, confidence intervals; hypothesis tests, linear regressions, ANOVA. —Instructor TBA

*Prerequisite:* A working knowledge of calculus.

4 points.



**STA-IEOR STI W 3658x****Probability**

Fundamentals of probability theory. Distributions of one or more random variables. Moments. Generating functions. Functions of a random variable. Law of large numbers and the central limit theorem. —Instructor TBA

*Prerequisite: A working knowledge of calculus.*

3 points.

**STA W 3659x, y****Statistical Inference**

Principles of statistical inference. Population parameters, sufficient statistics. Basic distribution theory. Point and interval estimation. Method of maximum likelihood. Method of least squares, regression. Introduction to the theory of hypothesis testing. Likelihood ratio tests. Nonparametric procedures. Statistical design theory. Applications to engineering, medicine, and the natural and social sciences.

*Prerequisite: STAT-IEOR W 3600 or STAT-IEOR W 4105 or the equivalent.*

3 points.

**STA W 3701x, y****Advanced Data Analysis**

Data analysis using a computer statistical package and selected exploratory data analysis subroutines. Topics include editing of data for errors, exploratory and standard techniques for one-way analysis of variance, linear regression, and two-way analysis of variance. Material is presented in case-study format. —D. Alemayehu

*Prerequisite: A one-term introductory statistics course.*

3 points. Two hours of laboratory TBA

**STA C 3997x, y****Independent Research**

The student participates in the current research of a member of the department and prepares a report on the work. —Staff

*Prerequisite: The permission of a member of the department. May be repeated for credit.*

3 points.

**STA-IEOR STI W 4105x, y****Probability**

Fundamentals, random variables, and distribution functions in one or more dimensions; moments, conditional probabilities, and densities; Laplace transforms and characteristic functions. Infinite sequences of random variables; weak and strong laws of large numbers; central limit theorem. —x: V. de la Peña; y: I. Karatzas

*Prerequisite: A working knowledge of calculus. Can be taken as the sole course by students needing a basic knowledge of probability or as the foundation for more advanced courses at the senior undergraduate or M.A. level.*

3 points.

**STA W 4107x or y****Statistical Inference**

—Instructor TBA

*This course is identical to STA W 3659.*

3 points.

**STA W 4109x****Probability and Statistical Inference**

—J. Cvitanic

*Combined STA W 4105 and W 4107.*

6 points.

**STA W 4015y****Statistics for the Social Sciences**

Students will learn the elements of a statistical computing language and the use of standard statistical programs to explore and characterize social data from archival sources, field observations, surveys, and controlled experiments. —D. Krantz

*Prerequisite: A one-semester Introduction to Statistics.*

3 points.

**STA-IEOR STI W 4150x, y****Introduction to Probability and Statistics**

Fundamentals of probability theory and statistical inference used in engineering and applied science. Probabilistic models, random variables, useful distributions, expectations, law of large numbers, central limit theorem. Statistical inference: point and confidence interval estimation, hypothesis tests, linear regression. —x: C. Heyde; y: Instructor TBA

*Prerequisite: A working knowledge of calculus.*

3 points.

**STA W 4201****Advanced Data Analysis**

—D. Alemayehu

*This course is identical to STA W 3701.*

3 points.

**STA W 4220x, y****Analysis of Categorical Data**

A thorough study of the fourfold table, with applications to epidemiological and clinical studies. Significance versus magnitude of associations, estimation of relative risk; matching cases and controls; effects, measurement, and control of misclassification errors; combining evidence from many studies. —x: Instructor TBA; y: Instructor TBA

*Identical to Public Health P8120. Prerequisite: a calculus-based first course in statistics, such as STA W 4107 or SIEOR W 4150, and permission of the instructor.*

3 points.

**STA W 4315x, y****Linear Regression Models**

Theory and practice of regression analysis. Simple and multiple regression, including testing, estimation and confidence procedures, modelling, regression diagnostics and plots, polynomial regression, fixed effects ANOVA and ANCOVA models, nonlinear regression, multiple comparisons, collinearity and confounding, model selection. Geometric approach to the theory and use of the computer to analyse data will both be emphasized. —x: E. Petkova; y: Instructor TBA

*Prerequisite: Probability and statistics at the level of W 4150 or W 4105 and 4107 taken concurrently, linear algebra, and calculus. (Identical to Public Health P8111)*

3 points.

**STA W 4325x, y****Generalized Linear Models**

Topics include log-linear models for count data, analysis of ordered categorical data, analysis of continuous data where the variability increases with the mean, survival analysis, and model checking.

—x: M. Paik; y: X. Liu

*Identical to Public Health P 8121. Prerequisite: STA W 4107, STA W 4315 Linear Algebra*

3 points.

**STA W 4327y****Design of Experiments**

Principles in the design and analysis of controlled experiments: Latin squares, incomplete block designs, crossover designs, fractional, factorial designs, confounding. —D. Heitjan

*Identical to Public Health P8116.*

3 points.

## **STA W 4335x**

### **Sample Surveys**

An introductory course on design and analysis of sample surveys. The goals are to (1) learn how sample surveys are conducted and why these designs are used; (2) learn how to analyze survey results; and (3) be able to derive from first principles the standard results and their generalization. Design topics include simple random sampling, stratified sampling, systemic sampling, and cluster sampling. Analysis topics include post-stratification, ratio estimation, regression estimation, weighting, and Bayesian smoothing. We will discuss in detail surveys from areas including public health, social work, and opinion polling, and other topics of interest to the participants. —A. Gelman  
*Identical to Public Health P8115.*

3 points.

## **STA W 4413x**

### **Nonparametric Statistics**

Statistical inference without parametric model assumption. Hypothesis testing using ranks, permutations, and order statistics. Nonparametric analogs of analysis of variance. Tolerance limits. Robust estimation. Introduction to sequential statistical procedures. Applications to quality control and clinical trials. —M. Markatou

*Identical to Public Health P8117. Prerequisite: STA W 4107. Alternate years.*

3 points.

## **STA W 4415y**

### **Multivariate Statistical Inference**

Multivariate normal distribution; multivariate regression and analysis of variance; canonical correlation and tests of independence. Principal components and other models for factor analysis.

Discriminant functions and the classification problem; cluster analysis. —M. Paik

*Identical to Public Health P8129. Prerequisite: STA W 4315 or the equivalent.*

3 points.

## **STA W 4419y**

### **Decision Analysis**

Bayesian decision analysis, decision trees, expected value, utility theorem and evaluation of utilities, subjective probabilities and calibration, Bayesian inference. Examples from public health, medicine, political science, economics, and operations research. —A. Gelman

*Prerequisite: One semester of probability or the equivalent.*

3 points.

## **STA W 4437x**

### **Time Series Analysis**

—M. Markatou

*Prerequisite: STA W 4415 or the equivalent.*

3 points.

## **STA W 4543x**

### **Survival Analysis**

Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions and related functions, comparison of two or more survival distributions, the proportional hazard and accelerated lifetime models for covariate data, regression analysis with lifetime data. —W.Y. Tsai

*Prerequisites: STA W 4107 or the equivalent.*

3 points.

## **STA-IEOR STI W 4606x, y**

### **Elementary Stochastic Processes**

Review of elements of probability theory. Poisson distribution process. Exponential distribution. Renewal theory. Wald's equation. Introduction to discrete time, Markov chains, and applications to queuing theory, inventory models, branching processes. —x: Y. Shao; y: Instructor TBA

*Prerequisite: Statistics IEOR W 3658, Statistics IEOR W 4105, or the equivalent.*

3 points.



# THEATRE

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507 Milbank Hall

854-2080  
Fax: 854-1840

**Professor:** Denny Partridge (Chair, Alice B. Pels Professor of Theatre)

**Assistant Professor:** Shawn-Marie Garrett

**Senior Lecturer:** Amy Trompetter<sup>1</sup> (Director of the Minor Latham Playhouse), Patricia Denison (English)

**Lecturers:** Steve Friedman, David Jiang

**Associates:** Dan Hurlin, Sarah Winter

**Theatre Administrator:** Katherine Kavanagh

**Lecturer/Technical Director:** Ben Bush

<sup>1</sup> Absent on leave Autumn term

The study of theatre at Barnard is the study of world theatre. We are part of that world. We recognize that theatre in all cultures borrows from other cultures and has analogues across time. A working knowledge of how theatre is and has been created and performed around the world is essential to the development of a theatre artist in the twenty-first century.

Every good work of theatre, every production and performance, reinvents the art form and reaffirms its value. What can theatre do that can be done **only** by theatre? How does our understanding of this ephemeral art contribute to our understanding of the world?

Theatre is the art form which brings together all the arts. The Barnard Theatre Department seeks to introduce students to the many aspects of theatre, separately and in combination, with equal respect for the theoretical and the practical. Theatrical production at Barnard is closely related to coursework: performance is the defining event of the art form. Courses in theatre history, drama, design, playwriting, dramatic literature, acting, directing, and critical theory all lead to an understanding of how live theatre is created and how it is experienced by both its makers and its spectators.

Theatre is the most social of the arts, and its successful realization requires collaboration among theatre workers and between spectator and performer. Students are required to collaborate in class and in production and to become conversant with several aspects of the work. There is also the expectation that students will participate fully as audience members for department productions.

We believe that theatre skills are life skills. Self-expression, improvisation, transformation, empathy, courage, and cooperation are learned as one studies theatre. History, literature, and psychology are among the many humanistic disciplines that theatre calls on as it brings new work to life. The means to make theatre can best be found, and the integration that the art form requires can best be taught, in a liberal arts setting.

## REQUIREMENTS FOR THE MAJOR

The following requirements apply to students who begin the Theatre major in the fall of 1996 or later. Students who declared the major before this time can choose to remain with the major requirements as they have been outlined previously, or change over to the new major.

Students intending to major in Theatre should consult with the chair in their sophomore year or earlier to plan a program. Twelve courses and a senior project or thesis are required, as follows:

### **I. Drama and theatre history** (6 courses as set forth below):

- A. Two courses in Theatre History: THR BC 3150 and 3151;
- B. Seminar in Drama, Theatre, and Theory, THR BC 3166;
- C. ENG BC 3163 or BC 3164 or ETR 3136 *Shakespeare*.

Another course in Shakespeare may be substituted with the chair's permission.

- D. Two courses in Drama selected from: ETR 3135, ETR 3137, THR 3140, THR 3143, or THR 3831, THR 3152 or THR 3188. Additional courses in Drama may be selected

from offerings in English or other world literature with the adviser's permission.

NOTE: One course from either (C) or (D) above must be a seminar.

**II. Theatre Practice** (6 courses as specified below, to be taken in the following suggested sequence, when possible):

- A. One course in theatre design: THR 3134, 3135, or 3136;
- B. One course in acting. This should be chosen from the wide range of offerings in the umbrella course THR BC 3004x, 3005y;
- C. *World Theatre*: THR 3000 (should be taken in Autumn term of the junior year);
- D. One course in directing; THR 3201;
- E. Two courses that continue work in one of these areas: acting, design, directing, or play-writing. These choices should be made in consultation with the major adviser. Courses in drama or theatre history/theory may be substituted with the chair's permission.

**III.** The senior Theatre major must complete a semester-long thesis course (4 points), either: THR BC 3997 *Senior Thesis: Performance* or THR BC 3998 *Senior Thesis: History, Drama, Criticism*

## COURSES OF INSTRUCTION

Please note that there is an 18-point limit on studio courses for non-majors. A major may take 24 studio points in Theatre and an additional six in another discipline for a total of 30 studio points. Theatre Department studio courses are THR BC 2003, THR BC 2004x, y, THR BC 2120, THR BC 3001-3006, THR BC 3122 *Rehearsal and Performance*.

### **THR BC 2000x** **What Is Theatre?**

An introduction to and an investigation of the art form of theatre in its many aspects. Readings, lectures, and guest artist panels provide an overview of the roles of audience, critic, playwright, director, dramaturge, actor, and designer. Selected issues in contemporary theatre. —D. Jiang  
Limit 20. Students required to see all departmental and two outside performances.  
3 points. I H

### **THR BC 3000x** **World Theatre**

A practical exploration in the history and practice of world theatre through lecture-demonstrations. Readings, scene work, and a final paper or project will be required.  
*Enrollment limited to upperclass theatre majors.*  
3 points. *Not offered in 1999-2000.* I H

### **THR BC 2002y** **New York Theatre**

Students will attend performances of plays on and off-Broadway and at experimental theatres and performance sites throughout the city. Written responses will be required, and reading assignments will include plays and dramatic criticism. Lab fee: \$110. —S. Garrett  
3 points.

### **THR BC 2003y** **Voice and Speech**

Techniques of vocal production tailored to the individual problems and potential of the student. Exercises for use in warm-up, relaxation, breathing, and rehearsal; daily work with poetry and dramatic texts. —Instructor TBA  
*Enrollment limited to 14 students. Permission of the instructor required.*  
2 points.

### **THR BC 2004x, y** **Movement for Actors**

An exploration of the actor's physical performance. Classical and contemporary approaches to theatre



movement. —D. Jiang

*Recommended for students intending to focus on acting or directing in the senior thesis. Enrollment limited to 14 students. Permission of the instructor is required.*

2 points.

### **THR BC 2120x**

#### **Technical Production**

A general introduction to all aspects of working backstage. The class will break into crews for the creation of lighting, scenery, props, sound, costumes, and rigging, as well as for the stage management and running of the department season. —B. Bush

3 points. *Includes crew assignment.*

### **THR BC 3004x, 3005y**

#### **Acting Lab**

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with five objectives in common:

- a. To focus on a particular genre, playwright, or approach to live performance.
- b. To combine theory and practice. Each class will have an ongoing balance of academic and on-one's-feet work throughout the term. Homework assignments will include scene preparation, reading, research, and both individual and group projects.
- c. To become aware of some of the many approaches to acting in world theatre, and to develop respect for this diversity.
- d. To explore the social and political context of the work at hand.
- e. To realize the integration required in all acting: ultimately, this is an acting course, and the end goal is what happens on stage.

The acting lab courses are intentionally non-sequential. Students come to the study of acting with widely varying talents and backgrounds. The mix of levels enriches the collaborative experience and offers greater flexibility for students.

No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's Barnard career.

### **THR BC 3004x, 3005y**

#### **Acting Lab**

Auditions are required for all Acting Labs and will take place the night before classes begin each semester. Please check with the Theatre Department office for specific offerings and audition sign-up.

—S. Friedman, D. Jiang, C. Kava

*Enrollment in each section limited to 14 students.*

3 points. *Courses will rotate regularly and may include the following:*

#### **1. Acting American Naturalism**

An eclectic approach to naturalistic acting techniques; an examination of performance practice through scene study. Emphasis will be placed on works by Williams, Miller, and others, and on American naturalism as a foundation for the exploration of other acting styles.

#### **2. Acting the Avant-Garde**

Intensive monologue and scene work, along with theoretical reading and discussion, exploring the particular performance skills needed for the experimental drama of this century, beginning with Jarry, and including Beckett, Artaud, Ionesco, Genet, Stein, and others.

#### **3. Acting Brecht**

Intensive scene work, along with theoretical reading, analysis, and discussion. Practical applications of the "alienation effect" and other Brechtian ideas.

#### **4. Acting Chekhov**

Scene study, improvisation, and character and monologue work from the plays and short stories of Anton Chekhov. An examination of the artistic and social context of Chekhov's work, including the acting theories of Stanislavski and the politics of naturalism.



## **5. Acting Chinese Opera**

Training in the four performance skills of Chinese opera: song, speech, stylized movement/acting, and stage combat. Looks at Chinese opera in its historical context in order to understand the nature of the performance tradition.

## **6. Acting Shakespeare**

An exploration of character, language, and action through sonnets, monologues, and scenes.

## **7. Acting Social Comedy**

Improvisation and scene study from Roman farce, commédia dell'arte, Restoration comedy, and melodrama. Physical approaches to style and character; the handling of period props and costume; in-depth examination of dramatic texts.

## **8. Acting the Song**

Song as it emerges from scene, and as an individual entity. Technique and lyrical analysis. Porter, Gershwin, Berlin, Hammerstein, and others.

### **THR BC 3006x**

#### **Advanced Acting Lab**

Special problems of performance. Requires extensive outside research, reading, scene work, and a final showing. —C. Kava

*3 points. Audition required.*

### **THR BC 3122x, y**

#### **Rehearsal and Performance**

Students take part in the full production of a play as actors, designers, or stage managers. Emphasizes the collaborative nature of production. Appropriate research and reading will be required in addition to artistic assignments. —D. Partridge, S. Friedman, A. Trompetter, S. Winter, K. Kavanagh, D. Hurlin, and guest directors.

*A studio course, subject to the cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester. Will be graded. Students not wishing to take this course for credit may participate fully in departmental productions with the permission of the instructors. Permission of the chair required.*

*1-3 points.*

### **THR BC 3134y**

#### **Lighting Design**

Focuses on both the technical and creative aspects of theatrical lighting design. Students will learn the role of lighting within the larger design and performance collaboration through individual and group projects, readings, hands-on workshops, and critique of actual designs. —B. Bush

*Enrollment is limited to 14 students.*

*3 points.*

### **THR 3135x**

#### **Scene Design**

An approach to designing for the theatre. Techniques of freehand drawing, drafting, painting and stage models, scene painting. Research of genres including Western and Eastern theatre traditions. —B. Bush

*Enrollment is limited to 12 students.*

*3 points.*

### **THR 3136y**

#### **Costume, Mask, and Make-Up**

Drawing the figure, rendering, script and character analysis. The exploration of make-up, fabric printing, mask making, line, shape, and color. Research in period styles, and costume construction from pattern making to tailoring. —A. Trompetter

*Enrollment is limited to 12 students.*

*3 points.*

**THR 3166x****Drama, Theatre, and Theory**

The recurrence and reformulation of issues central to dramatic and performance theory. Readings include classical and modern theorists and play texts from world literature. —S. Garrett

*Enrollment is limited to 16 students.*

3 points.

III H

**ETR BC 3135y****19th-Century Social Drama**

Late 19th-century social drama in the context of earlier melodrama. The shifting relationship between the visual and the verbal in the theatre and its implications for social and theatrical change. Playwrights include Jerrold, Scribe, Taylor, Robertson, Ibsen, Pinero, Wilde, Shaw, and Robins. —P. Denison

4 points. *Not offered in 1999-2000.*

III H

**ETR BC 3136y****Shakespeare in Performance**

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. Explores Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison

*Enrollment is limited to 20 students.*

4 points.

H

**ETR BC 3137x****Restoration and 18th-Century Drama**

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include William Wycherley, Aphra Behn, Mary Pix, Susannah Centlivre, George Etherege, William Congreve, John Gay, and Richard Sheridan. —P. Denison

*Enrollment is limited to 20 students.*

4 points.

H

**ETR BC 3140****Women in Theatre**

The female presence and image in drama, and an examination of women playwrights, directors, designers, and performers in a historical and international context.

*Enrollment is limited to 20 students.*

4 points. *Not offered in 1999-2000.*

H

**THR BC 3143****Drama and Film**

A study of international classic films which preserve historic performances and exemplify important aspects of drama. Assigned reading of plays and criticism related directly and indirectly to these films; weekly writing assignments. —S. Friedman

*Prerequisite: Sophomore standing. Preference given to Theatre majors. BC 2000 What Is Theatre? recommended. Limited to 20 students.*

4 points.

H

**THR BC 3152x****Asian Theatre**

A study of major performance traditions of India, China, Japan, and Indonesia. Examination of theatre practice and a wide range of plays in the light of social and historical developments. —D. Jiang

*Limited to 20 students. Early sign-up recommended. Preference given to upperclass Theatre majors and to sophomores intending to major in Theatre.*

3 points.

II H

**THR BC 3888x****Modern American Drama and Performance**

Modern American drama in the context of theatrical exploration and cultural contestation.

Playwrights include Glaspell, Crothers, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, Hellman, Stein, Miller, Howe, Fornes, and Wong. —P. Denison

*Enrollment is limited to 20 students. \$60 fee.*

4 points. Not offered in 1999-2000.

H

## **THR BC 3150x**

### **Theatre History I**

A study of the confluence of ritual and performance in Western theatre from its origins through the 17th century. Includes texts and traditions from ancient Greece and Rome, the European medieval world, the English and Italian Renaissance, the Spanish Golden Age, and the French neoclassic period. —S. Garrett

3 points.

III H

## **THR BC 3151y**

### **Theatre History II**

A study of the relationship of performance and the social world in Western theatre from the 17th to the 20th centuries. Includes texts from the traditions of Restoration comedy and tragedy, sentimental comedy, romanticism, melodrama, the modern theatre, the avant-garde, and the epic theatre. —S. Garrett

3 points.

III H

## **THR BC 3201y**

### **Directing Laboratory**

Approaches to staging a play, with an emphasis on physical, visual, and rhythmic techniques. Students will direct one short piece for public performance. —A. Trompetter

*Limited to junior and senior Theatre majors. Enrollment limited to 18 students. Prerequisite: One design or technical course and permission of the instructor. A production crew is required for this course.*

3 points.

## **THR BC 3202x**

### **Advanced Directing**

Students will work on a variety of scenes from the world theatre repertory. The director as designer and dramaturge. Directorial analysis, preparation, working with actors, and production planning.

—D. Partridge

*Enrollment is limited to theatre majors. Prerequisite: THR BC 3201 and permission of the instructor.*

3 points.

## **THR BC 3300y**

### **Play Development**

Student playwrights will create and develop original work both in and outside of class. Projects will culminate in performance; playwrights will be active participants in casting, design, and staging.

—S. Friedman

*Instructor's permission and writing sample required.*

3 points.

## **THR BC 3500x, y**

### **Special Studies in Theatre**

Special problems in theatre for writers, directors, and designers. —Staff

4 points.

## **THR BC 3997x, y**

### **Senior Thesis: Performance**

The student will direct, design, or write a short play which will be produced (according to departmental guidelines) in a Senior Festival. Collaboration is expected and students will meet weekly with faculty and other seniors. A written proposal should be submitted in the Autumn term, and a final paper is required. Students wishing to do a thesis in acting will work as a group with a faculty or guest director on suitable dramatic material for performance. —D. Partridge, S. Friedman, A. Trompetter

*Prerequisite: Appropriate coursework and substantial production experience, including a major crew assignment in the junior year. Enrollment is limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances.*

4 points.



**THR BC 3998x, y****Senior Thesis: History, Drama, and Criticism**

The student will write a paper of substance according to departmental guidelines. Students will be expected to take part in group discussions with faculty and other students writing a senior thesis.

—S. Garrett

*Prerequisite:* THR BC 2120.

*4 points.*

**THR BC 3999****Independent Study**

—Staff

*3 points.*

This program is supervised by the Committee on Urban Studies:

**Professors of Political Science:** Ester Fuchs (Chair), Demetrios Caraley (Janet H. Robb Professor)

**Assistant Professor of Urban Studies:** Owen Gutfreund (Assistant Director), Kimberly Johnson

**Professor of Anthropology:** Nan Rothschild

**Professors of History:** Elizabeth Blackmar, Kenneth T. Jackson

**Associate Professor of Urban Planning and Public Policy:** Elliot Sclar

**Assistant Professor of Political Science:** J. Phillip Thompson

**Assistant Professors of Sociology:** Lynn Chancer, Robert Smith

**Senior Lecturer in Architecture:** Karen Fairbanks

**Senior Lecturer in Education:** Susan Sacks

**Associate Dean of Columbia College:** Kathryn Yatrakis

The Urban Studies Program offers students the opportunity to learn about the complex institutions, problems, and achievements of city life. By integrating study from numerous academic departments in an interdisciplinary approach, enhanced by a year-long colloquium taken by all majors during the junior year, students develop a rich and nuanced understanding of modern cities.

## REQUIREMENTS FOR THE MAJOR

A major in Urban Studies can be taken only in conjunction with a concentration in one of the regular departments.

In order to major in Urban Studies, a student must fulfill the following requirements:

- A. **One course** dealing primarily with urban subject matter **from each of three of the following departments:** Anthropology, Economics, History, Political Science, Sociology. A list of appropriate courses is available in the Program Office.

N.B.: If you are concentrating in one of these five departments, you can count one "A" requirement course to fulfill **also** your concentration requirement.

- B. **One course** dealing primarily with urban subject matter from one department other than those listed above (such as Art History, Education, English, Environmental Science, Psychology, or Urban Planning) **or** one quantitative/methodology course (such as Statistics, Computer Science, Urban Studies BC 3200 *Program Evaluation*, or a quantitative/methodological course in your concentration).

N.B.: If you are concentrating in one of the departments listed above, you can count one "B" requirement course to fulfill **also** your concentration requirement.

- C. **Three or more courses in a concentration** in one of the participating departments, as specified in the Urban Studies handout.

- D. In the junior year, **the two junior colloquia** in Urban Studies:

UST V 3545

*Shaping of the Modern City*

UST V 3546

*Contemporary Urban Problems*

- E. In the senior year, **two semesters of research seminars** in the department of concentration.

The list of specific courses and of the departments that offer specializations for Urban Studies majors is available in the Program Office. Appropriate courses can be substituted with the approval of the chair or the assistant director.

**There is no minor in Urban Studies.**

## COURSES OF INSTRUCTION

**Lecture****UST V 3525y****20th-Century Urbanization in Comparative Perspective**

An examination of metropolitan growth and development in large cities around the world, placing particular emphasis on cities that have grown rapidly in the 20th century. Examples from South America, Australia, and Asia will be considered, as well as North American cities. —O. Gutfreund  
3 points. I S

**Colloquia****UST BC 3535y****Colloquium on Urban Administration and Management**

Processes of administration and management of cities. Executive leadership, decision-making bureaucracy, budgeting, and personnel. —Staff  
*Prerequisite:* Political Science BC 3001 or V 3313, or the equivalent. Admission by application only.  
*Enrollment limited to 16 students.*  
4 points. Not offered in 1999–2000. III S

**UST BC 3537y****Workshop in Urban Administration and Management**

Resources of New York City are utilized to gain first-hand experience of administrative and managerial processes through an unpaid internship of 8-10 hours per week. —Staff  
*Corequisite:* Urban Studies BC 3535.  
2 points. Not offered in 1999–2000. Hours by arrangement.

**UST V 3545x-V 3546y****Junior Colloquia on Urban Studies**

*Autumn Term:* Shaping of the modern city. An introduction to the historical process and social consequences of urban growth. Reading and discussion focus on origin and current status of urban problems. —O. Gutfreund  
*Admission by application only. Enrollment limited to 20 students.*  
4 points. S

*Spring Term:* Contemporary Urban Problems. Problems that currently afflict urban areas and assessment of attempted solutions. Problems of urban development, housing, education, poverty, transportation, and health. —L. Abzug  
*Admission by application only. Enrollment limited to 20 students.*  
4 points. S

**UST V 3910y****The Post-War American City**

An interdisciplinary study of American cities, focusing on the physical, political, social, and economic changes of the last fifty years, including an examination of new metropolitan settlement patterns and their ramifications. A wide range of examples will be considered, including sunbelt cities, edge cities, the rustbelt, and suburban communities. —O. Gutfreund, K. Yatrakis  
*Prerequisite:* One introductory course in either American History or Politics or Urban History or Politics and permission of the instructor.  
4 points. III S

**UST V 3994x-3995y****New York Area Undergraduate Research Program**

An ongoing program that develops an original social research project from start to completion. Using New York City as a research laboratory and working under the guidance of the faculty coordinator, students learn many of the basic research tools used by social scientists. —Staff  
*Prerequisite:* Junior or senior standing. Admission by application only. Participation is for two terms.  
4 points. III S



## **POS G 8232x**

### **Colloquium on Urban Politics, Policymaking, and Administration**

Politics, policymaking, and administration in large cities. Particular attention is given to urban social and economic problems and the federal government's role in urban studies; the resources, strategies, and tactics of selected officials and private influentials; and alternative futures of large cities. —D. Caraley

*Prerequisite: POS BC 1001 or V 3313 and permission of the instructor. Admission by application only.*

*4 points.*

III S

## **Course in Quantitative Methods**

### **UST BC 3200x**

#### **Program Evaluation: Methods and Case Studies**

An introduction to the approaches and methodology of program evaluation. Issues addressed: planning, program monitoring, process and outcome assessment, and benefit/cost critiques. Case studies will provide real-world examples of program evaluation techniques. Includes instruction on statistical techniques and computer software. Guest speakers will discuss urban programs in New York City in which they are involved. —W. McAllister

*Satisfies Quantitative Reasoning requirement. Recommended prerequisite: POS BC 1001.*

*3 points.*

**Professors:** Natalie B. Kampen, Linda Perkins (Visiting)

**Associate Professors:** Janet Jakobsen, Irena Klepfisz (Adjunct), Afsaneh Najmabadi (Chair), Ann Pellegrini

**Assistant Professors:** Elizabeth Castelli (Religion), Licia Fiol-Matta (Spanish), Laura Kay (Physics), Ruth McChesney (Biology), Lisa Tiersten (History)

**Senior Lecturer:** James Crapotta (Spanish)

**Lecturer:** Elizabeth Stewart (English)

**Senior Associate:** Quandra Prettyman (English)

**Associates:** Martha Gever, Chikwenye Ogunyemi, Bruce Stater, Alexandra Suh, Elizabeth Wiesen

Women's Studies is an interdisciplinary department for students who wish to explore the basic questions raised by recent scholarship on gender and its relation to other systems of cultural/political difference: race, class, ethnicity, and sexual orientation. This scholarship covers a complex variety of theoretical and empirical studies both within traditional disciplines and in interdisciplinary frames. Such areas include gender theory (in the humanities, in the social sciences, and in the natural sciences, as well as frequent combinations of the three), empirical studies in areas as diverse as primatology, classical philology, and international relations, and empirical work in interdisciplinary areas such as East Asian culture, post-colonial studies, film studies, and gay and lesbian studies.

Early in their sophomore year, students interested in the major should consult the department to plan their major. Students also have the option of electing a joint or double major and have access to Columbia graduate courses, since some cover special areas not otherwise available at Barnard. A minor in Women's Studies is also offered.

Complementing the Women's Studies Program, the Barnard Center for Research on Women maintains an extensive and expanding resource collection on women's issues. The center also sponsors a variety of lectures and discussions that are invaluable to students interested in Women's Studies.

## REQUIREMENTS FOR THE MAJOR

Majors in the department are trained in interdisciplinary research skills and will focus their studies around a thematic or discipline-based concentration. The requirements for the major are the following thirteen courses:

1. WMS V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMS V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior level course to be chosen from among:
  - WMS V 3311 *Colloquium in Feminist Theory*
  - WMS V 3312 *Colloquium on Feminist Inquiry*
  - WMS V 3313 *Theorizing Women's Activism*
5. and 6. Two semesters of *Senior Thesis Seminar*, WMS V 3521-3522
7. One course in Women's History (from a list specified by the department)
8. One course with a focus on comparative studies of women and gender (from a list specified by the department)
9. – 13. Five other courses devoting at least half of their content to issues of gender. These courses either will have a disciplinary focus (through one of the existing Barnard departments or programs), or will have a thematic focus. Selection of these courses will be with the guidance and approval of student's adviser in the department.

Three thematic clusters are currently offered in the department: Gender and Representation; Gender, Science, and Health; Gender and Sexualities Studies. Students can develop other thematic concentrations with the department's approval.

The thesis, Women's Studies V 3521-3522, provides an opportunity for senior majors to engage in original interdisciplinary research and to bring to bear the theoretical emphasis of feminist scholarship on a particular area of empirical investigation. Further, in the senior seminar, majors have the opportunity to discuss methodological issues and problems of research in a directed and supportive environment.

Special projects using the city's resources may be developed into term papers or incorporated into the senior essay. An extensive project under the sponsorship of a faculty member may be offered for course credits as Women's Studies BC 3599 *Independent Research*.

REQUIREMENTS FOR THE COMBINED MAJOR

The requirements for the combined major are as follows:

- 1. WMS V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
- 2. WMS V 3112 *Feminist Texts II: Beauvoir to the Present*
- 3. and 4. Two semesters of a junior level course to be chosen from among:
  - WMS V 3311 *Colloquium in Feminist Theory*
  - WMS V 3312 *Colloquium on Feminist Inquiry*
  - WMS V 3313 *Theorizing Women's Activism*
- 5. - 7. Three other courses devoting at least half of their content to issues of gender, one of which should be in a distribution field other than that of the combining major.

Two semesters of Senior Thesis Seminar to be taken either through Women's Studies or the other department or program. The senior essay shall integrate the two fields of inquiry.

The requisite number of courses in the combining field, to be determined by the chair of the department or program.

REQUIREMENTS FOR THE MINOR

A minor in Women's Studies consists of the following five courses:

- 1. WMS V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
- 2. WMS V 3112 *Feminist Texts II: Beauvoir to the Present*
- 3. One of the three junior level courses to be chosen from:
  - WMS V 3311 *Colloquium in Feminist Theory*
  - WMS V 3312 *Colloquium on Feminist Inquiry*
  - WMS V 3313 *Theorizing Women's Activism*
- 4. and 5. Two other Women's Studies courses.

COURSES OF INSTRUCTION

WMS V 1001x

Introduction to Women's and Gender Studies

An introduction to the ways in which femininity and masculinity have been imagined in literature and constructed in culture. The new interdisciplinary scholarship on gender will be presented in works of literature, films, social science, and current theory. —A. Kessler-Harris, A. Najmabadi  
3 points.

I H

WMS V 1003x

Introduction to Women's Health

An introduction to women's health across the life span; emphasizes the scientific basis of present



knowledge. Combines study of biological with social and cultural influences on women's health through team-teaching and interdisciplinary approaches. —R. McChesney  
3 points. I S

**WMS V 3111x,y**

**Feminist Texts I: Wollstonecraft to Beauvoir**

The important contributions to feminist thought in the West, evaluated through critical discussion. Analysis of works by Mary Wollstonecraft, Anna Cooper, Radclyffe Hall, Emma Goldman, C.P. Gilman, Virginia Woolf, Nella Larsen, and others in a study of the roots of the contemporary feminist movement. —x: C. Mercer; y: E. Wiesen

*Permission of the instructor required. Enrollment limited to 20 students.*

4 points.

III H

**WMS V 3112x,y**

**Feminist Texts II: Beauvoir to the Present**

Contemporary issues in feminist thought. A review of the theoretical debates on sex roles, feminism and socialism, psychoanalysis, language, and cultural representations. —x: L. Tiersten; y: Staff, C. Kiaer

*Permission of the instructor required. Enrollment is limited to 20 students.*

4 points.

III S

**WMS BC 3117y**

**Women and Film**

A critical interpretation of film from a feminist perspective and exploration of the relationship of gender to the language of film. —B. Stater

3 points.

I H

**WMS BC 3120x**

**The Literary Tradition: Lesbian Texts**

Explores the salience of writing for the historical representation and self-definition of lesbians in a (mostly) Western context. Includes literary questions about language and form in texts as well as historical questions about the contextual construction of lesbian lives and voices in 20th-century America. —E. Wiesen

4 points.

III H

**WMS BC 3121x**

**Black Women in America**

An examination of the experiences of African-American women from slavery through the present. Emphasis will be on the history and historiography of these experiences, as well as on critical issues facing African-American women today. —L. Perkins

4 points.

III S

**WMS V 3122x**

**The Jewish Woman: Historical and Cultural Perspectives**

Explores the international character of the Jewish people through the experiences of Jewish women in various historical periods and contexts. Identifies issues, past and present, of concern to Jewish women, articulated by contemporary Jewish feminists: perspectives of secularists, observant traditional women, heterosexuals, lesbians, feminists, and activists committed to diverse political ideologies. —I. Klepfisz

3 points.

I H

**Art History-Women's Studies AWS BC 3123y**

**Women and Art**

A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —N. Kampen

3 points.

I H

**WMS BC 3130x**

**Discourses of Desire: Introduction to Gay and Lesbian Studies**

An investigation of who or what constitutes the subject(s) of gay and lesbian studies. Themes include the historical, methodological, and epistemological crisis points of essentialism/constructionism; think-

ing sexuality cross-culturally; gender versus sexuality; the binaries of hetero/homo and male/female; community, identity, differences; personal life and the politics of liberation; the place of feminism in les/bi/gay studies. —A. Pellegrini  
3 points. III S

**WMS BC 3131y**  
**Women and Science**

History and politics of women's involvement with science. Women's contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science. —L. Kay  
4 points. III S

**WMS BC 3132y**  
**Gendered Controversies: Women's Bodies and Global Conflicts**

Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women's bodies. How do such conflicts constitute woman, and what do they tell us about societies, cultures, and politics? —A. Najmabadi  
4 points. I S

**WMS BC 3133y**  
**Women, Islam, and Nationalism**

A historical survey of how concepts of woman/gender have defined religious and national communities in the Islamic Middle East. —A. Najmabadi  
3 points. II S

**WMS BC 3134y**  
**Unheard Voices: African Women's Literature**

Themes include the politics of the canon in Africa, the problems of language, post-colonial counterdiscourse, the African-American continuum, and Third World and Western feminism. Authors include Flora Nwapa, Buchi Emecheta, Nawal El Saadawi, Miriam Tlali, Bessie Head, Alifa Rifaat, Molara Ogundipe-Leslie, Ama Ata Aidoo, Efua Sutherland, and Tess Onwueme. —C. Ogunyemi  
4 points. II H

**WMS BC 3136x**  
**Asian American Women**

Explores selected texts written by Asian American women from diverse backgrounds, focusing on issues such as identity, gender, generation, race, class, region, and language.—A. Suh  
4 points. III S

**English-Women's Studies EWS BC 3144y**  
**Minority Women Writers in the United States**

Literature of 20th-century minority women writers in the United States, with particular emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework. —Q. Prettyman  
3 points. III H

**Spanish-Women's Studies SPW BC 3135y**  
**Reading for Difference: Lesbian and Gay Themes in Hispanic Literature and Film**

Homosexual issues and images in major literary works and films of Spain and Latin America. Themes include the social construction of sexuality, political contexts, gay and lesbian self-representation, homosexual desire, closeting and disclosure, and defining a gay poetics. Authors include Lorca, Arenas, Tusquets, Molloy, Peri Rossi, Puig, and Almodóvar. —J. Crapotta  
3 points. (Course conducted in Spanish.) III H

**Spanish-Women's Studies SPW 3204x**  
**Latina Literature**

A study of fiction, poetry, and prose (essayistic and autobiographical) written by Latinas in the United States—Chicana, Puerto Rican, Cuban, and Dominican. Topics include: bilingualism and biculturalism; migration and crossing; community, culture, and nation; identity; the female tradition; childhood recollections; motherhood as practice and discourse; and the diverse locations of women. —L.Fiol-Matta  
 3 points. III H

**Spanish-Women's Studies SPW BC 3205y**  
**Hispanic Gay and Lesbian Representations in the Literature of the Americas**

Lesbian and gay images and issues in literary and theoretical writings of Latin American authors and of Latino authors in the United States. Hispanic and North American constructions of homosexual-heterosexual and male-female forms of erotic desire; the relationship of politics, sexuality, and race. Authors include Puig, Arenas, Allende, Peri Rossi, Anzaldúa, and Moraga. Readings and discussions in English. —J. Crapotta  
 3 points. Not offered in 1999-2000. III H

**WMS V 3311x**  
**Colloquium in Feminist Theory**

An exploration of the relationship between new feminist theory and feminist practice both within the academy and in the realm of political organizing. —Staff  
*Prerequisite: Feminist Texts I or II and permission of the instructor.*  
 4 points. III H

**WMS V 3312y**  
**Theorizing Women's Activism**

Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports, as well as talks by guest lecturers. Students use first-hand knowledge of the practices of specific women's activist organizations as the basis for theoretical work. —N. Kampen  
*Prerequisite: Feminist Texts I or II and permission of the instructor.*  
 4 points. I S

**WMS V 3313y**  
**Colloquium on Feminist Inquiry**

A survey of research methods from the social sciences and interpretive models from the humanities, inviting students to examine the tension between the production and interpretation of data. Students will receive first-hand experience practicing various research methods and interpretive strategies, while simultaneously considering larger questions of epistemology about how we know what we know. —B. Simon  
*Prerequisite: Feminist Texts I or II and permission of the instructor.*  
 4 points. III S

**WMS V 3521x, 3522y**  
**Senior Seminar**

Individual research in Women's Studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar. —x: N. Kampen; y: E. Stewart  
*Prerequisites: Permission of the instructor required. Enrollment limited to senior majors.*  
 4 points.

**WMS BC 3599x,y**  
**Independent Research**

3 or 4 points. Hours and Instructor TBA

**WMS BC 3901y**  
**Freud's Women: Psychoanalysis, Femininity, and Feminism**

4 points. Not offered in 1999-2000. III S



WMS W 4300x, y

## Advanced Topics in Women's and Gender Studies

These seminars are directed toward students with previous work in feminist scholarship but are open to students from any major. Topics will vary with the instructor and students should check with the department each term.

4 points.

### 1. The Search for Self—20th-Century U.S. Jewish Women Writers, Part I: 1900-1939

Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women's quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic. —x: I. Klepfisz

III H

### 2. The Search for Self—20th-Century U.S. Jewish Women Writers, Part II: 1939 to the Present

Not offered in 1999-2000.

III H

### 3. Queer Pictures

Explores questions of cinema and television in relation to systems of visual representation and definitions of sexuality, including: theories of spectatorship; stereotypes and social roles; interplay between unconscious processes and forms of representation; political implications of sexual iconoclasm. Weekly screenings and readings of critical texts. —y: M. Gever

III H

### 4. Feminism and Science Studies

Investigates socially and historically informed critiques of theoretical methods and practices of the sciences. It asks if/how feminist theoretical and political concerns make a critical contribution to science studies. —L. Kay, A. Najmabadi

Not offered in 1999-2000.

III S

## WOMEN'S STUDIES COURSES IN OTHER DEPARTMENTS AND PROGRAMS

There are many courses dealing with issues of gender offered in other departments. Please consult our web page [www.barnard.edu/wmstud](http://www.barnard.edu/wmstud) for an up-to-date list.

## FIRST-YEAR SEMINAR

First-year students interested in Women's Studies may wish to select their First-Year Seminar from the Women in Literature and Culture cluster. See page 197.

## COURSES OFFERED AT REID HALL IN PARIS

Periodically, Women's Studies courses are offered at Reid Hall in Paris. Interested students should consult the current *Reid Hall Programs Bulletin* available in 203 Lewisohn Hall or <http://www.ce.columbia.edu/paris/>

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Amna Akbar '00

Rena Rubin '00

# THE FACULTY OF BARNARD COLLEGE

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- Judith Shapiro, 1994, President of Barnard College and Dean in the University,  
Professor of Anthropology  
B.A., Brandeis; Ph.D., Columbia
- Elizabeth S. Boylan, 1995, Provost and Dean of the Faculty, Professor of Biological Sciences  
A.B., Wellesley; Ph.D., Cornell
- Flora S. Davidson, 1973, Associate Provost and Lecturer in Political Science  
A.B., Barnard; M. Phil., Ph.D., Columbia
- Philip V. Ammirato, 1974, Ann Whitney Olin Professor of Biological Sciences  
B.A., City College of New York; Ph.D., Cornell
- Howard Andrews, 1978, Adjunct Assistant Professor of Psychology  
B.A., Richmond College; Ph.D., Rutgers
- Gail Archer, 1988, Lecturer in Music and Director of the Barnard-Columbia Chorus  
B.A., Montclair State College; M.A., U. of Hartford;  
M.M., Mannes College of Music; D.M.A., Manhattan School of Music
- Isolina Ballesteros, 1994, Assistant Professor of Spanish  
B.A., M.A., Universidad de Zaragoza, Spain; Ph.D., Boston.
- Randall Balmer, 1991, Ann Whitney Olin Professor of Religion  
B.A., Trinity; M.A., Trinity Divinity; M.A., Ph.D., Princeton
- Peter D. Balsam, 1975, Professor of Psychology and Samuel R. Milbank Chair  
B.A., State U. of New York at Stony Brook; M.A., Ph.D., North Carolina
- James G. Basker, 1987, Professor of English  
A.B., Harvard; M.A., Cambridge; D. Phil., Oxford
- Christopher C. Baswell, 1984, Professor of English  
B.A., Oberlin; M.A., M. Phil., Yale; Ph.D., Yale
- David Allen Bayer, 1987-88; 1990, Professor of Mathematics  
B.A., Swarthmore; Ph.D., Harvard
- Linda J. Beck, 1996, Assistant Professor of Political Science  
B.A., Skidmore; M.A., Ph.D., U. of Wisconsin-Madison
- Joan S. Birman, 1973, Professor of Mathematics  
A.B., Barnard; M.A., Columbia; Ph.D., New York U.
- Irene T. Bloom, 1988, Wm. Theodore and Fanny Brett de Bary and Class of 1941  
Collegiate Professor in Asian Humanities  
B.A., Swarthmore; M.A., Ph.D., Columbia
- Peter M. Bower, 1986, Senior Lecturer in Environmental Science  
B.S., Yale; M.A., Queens College; M.P.H., Ph.D., Columbia
- Anne Boyman, 1979, Senior Lecturer in French  
B.A., M.A., Ph.D., Toronto
- Constance Brown, 1980, Lecturer in English and Registrar  
A.B., Barnard; M.A., Ph.D., Columbia
- Benjamin Buchloh, 1994, Professor of Art History  
M. Phil., Freie Universität Berlin; Ph.D., City U. of New York
- André C. Burgstaller, 1977, Professor of Economics  
Licence, U. of Geneva; M.A., Toronto; Ph.D., Columbia
- Hilary S. Callahan, 1999, Assistant Professor of Biological Sciences  
B.A., Yale; Ph.D., U. of Wisconsin



- Demetrios Caraley, 1961, Professor of Political Science  
and Janet H. Robb Professor of the Social Sciences  
A.B., Ph.D., Columbia
- Taylor Carman, 1994, Assistant Professor of Philosophy  
B.A., U. of Wyoming; Ph.D., Stanford
- Mark C. Carnes, 1982, Professor of History  
B.A., Harvard; M.A., Ph.D., Columbia
- Elizabeth A. Castelli, 1995, Assistant Professor of Religion  
A.B., Brown; M.A., Ph.D., Claremont Graduate School
- Lynn S. Chancer, 1990, Assistant Professor of Sociology  
B.A., Princeton; Ph.D., City U. of New York
- Sally Chapman, 1975, Professor of Chemistry  
A.B., Smith; Ph.D., Yale
- Peter Tracey Connor, 1991, Associate Professor of French  
B.A., Trinity College, U. of Dublin; M.A., Ph.D., U. of California, Berkeley
- James Crapotta, 1975, Senior Lecturer in Spanish  
B.A., Queens; M.A., Ph.D., Harvard
- Maria A. Crisafi, 1989-96; 1997, Senior Lecturer in Psychology  
A.B., College of the Holy Cross; M.A., Ph.D., U. of Illinois at Urbana-Champaign
- Paul J. Currie, 1998, Assistant Professor of Psychology  
B.A., Queen's U.; M.A., Ph.D., U. of Manitoba
- Dennis G. Dalton, 1969, Professor of Political Science  
A.B., Rutgers; M.A., Chicago; Ph.D., Columbia
- Elizabeth Dalton, 1965, Professor of English  
A.B., California; M.A., Ohio State; Ph.D., Columbia
- Michael X. Delli Carpini, 1987, Professor of Political Science  
B.A., M.A., Pennsylvania; Ph.D., Minnesota
- Patricia D. Denison, 1990, Senior Lecturer in English  
B.A., U. of Maryland; Ph.D., U. of Virginia
- Linda H. Doerrer, 1999, Assistant Professor of Chemistry  
B.A., Cornell; Ph.D., Massachusetts Institute of Technology
- Alan D. Dye, 1995, Assistant Professor of Economics  
B.A., Texas Tech U.; M.A., U. of Cincinnati; Ph.D., U. of Illinois
- Ennis B. Edmonds, 1996, Assistant Professor of Sociology  
and Director of Pan-African Studies Program  
B.A., Jamaica Theological Seminary; M.A., Western Evangelical Seminary;  
Ph.D., Drew
- Margaret R. Ellsberg, 1988, Senior Lecturer in English  
B.A., Radcliffe; M.A., Ph.D., Harvard
- Sharon Everson, 1981, Senior Associate in Physical Education  
B.S., Brooklyn; M.Ed., Temple
- Karen Fairbanks, 1996, Senior Lecturer and Director of Architecture Program  
B.S., U. of Michigan; M. Arch., Columbia
- Thomas A. Fazio, 1998, Associate in Physical Education and  
Director of the Intramural and Recreation Program  
B.S., Towson State U.; M.S., U. of West Florida

## THE FACULTY

---

- Helene Peet Foley, 1979, Professor of Classics  
B.A., Swarthmore; M.A.T., M.A., Yale; Ph.D., Harvard
- Donlin Foreman, 1996, Associate Professor of Dance  
Buglisi/Forman Dance Company
- Claudine Frank, 1997, Assistant Professor of French  
B.A., Princeton; M.A., Ph.D., Harvard
- Richard M. Friedberg, 1968, Professor of Physics  
A.B., Harvard; M.A., Ph.D., Columbia
- Elisabeth Friedman, 1998, Assistant Professor of Political Science  
B.A., Barnard; M.A., Ph.D., Stanford
- Steve Friedman, 1994, Lecturer in Theatre  
B.A., U. of Minnesota
- Ester R. Fuchs, 1980, Professor of Political Science  
B.A., Queens; M.A., Brown; Ph.D., Chicago
- Ada G. Fuentes-Rivera, 1996, Associate in Spanish  
B.A., M.A., U. of Puerto Rico; M.A., State U. of New York, Stony Brook
- William Alan Gabbey, 1992, Professor of Philosophy  
B.S., Ph.D., Queen's U. of Belfast
- Shawn-Marie Garrett, 1999, Assistant Professor of Theatre  
B.A., Duke ; M.F.A., Yale School of Drama
- Serge Gavronsky, 1960, Ann Whitney Olin Professor of French  
A.B., M.A., Ph.D., Columbia
- Renée Geen, 1956, Professor of French  
A.B., Brooklyn; M.A., Wisconsin; Ph.D., Columbia
- Sandra Genter, 1961, Professor of Dance  
A.B., Wisconsin; M.A., Columbia
- Alexis L. George, 1998, Associate in Physical Education  
B.A., Virginia Intermont College
- John I. Glendinning, 1996, Assistant Professor of Biological Sciences  
B.A., Hampshire College; Ph.D., U. of Florida
- David A. Goldfarb, 1998, Assistant Professor of Slavic  
B.A., Cornell; M.A., U. of Toronto; Ph.D., CUNY
- Lisa Gordis, 1993, Assistant Professor of English  
B.A., Harvard; M.A., Ph.D., U.C.L.A.
- Mary Gordon, 1988, Millicent C. McIntosh Professor of Writing  
B.A., Barnard; M.A., Syracuse
- Erk Grimm, 1994, Assistant Professor of German  
M.A., U. of Waterloo; Ph.D., Queen's U.
- Richard F. Gustafson, 1965, Professor of Russian  
A.B., Yale; Ph.D., Columbia
- Timothy Halpin-Healy, 1989, Professor of Physics  
A.B., Princeton; Ph.D., Harvard
- Ross Hamilton, 1996, Assistant Professor of English  
B.A., Queen's U.; M.A., M.Phil., Ph.D., Yale
- Sharon Harrison, 1997, Assistant Professor of Economics  
B.S. Tufts; Ph.D., Northwestern

- John Stratton Hawley, 1986, Professor of Religion  
A.B., Amherst; M.Div., Union Theological Seminary; Ph.D., Harvard
- Paul Hertz, 1979, Professor of Biological Sciences  
B.S., Stanford; M.A., Ph.D., Harvard
- Larry Heuer, 1990, Associate Professor of Psychology  
B.A., U. of Minnesota; M.S., Ph.D., U. of Wisconsin at Madison
- Maire Jaanus, 1968, Professor of English  
A.B., Vassar; Ph.D., Harvard
- Lynette A. Jackson, 1995, Assistant Professor of History  
B.A., Wellesley; M.A., M.Phil., Ph.D., Columbia
- Marco Jacquemet, 1996, Assistant Professor in Anthropology  
B.A., Università degli Studi di Bologna; M.A., Ph.D., U. of California, Berkeley
- Olympia T. Jebejian, 1969, Associate in Chemistry  
B.A., M.S., American U. of Beirut
- David Jiang, 1999, Lecturer in Theatre  
B.A., M.A., Shanghai Theatre Academy; Ph.D., U. of Leeds
- Kathryn A. Johnson, 1997, Assistant Professor of History  
B.A., U. of Texas; M.A., Ph.D., U. of Pennsylvania
- Isabelle Jouanneau-Fertig, 1987, Senior Associate in French  
B.A., M.A., Université de Paris
- Peter H. Juviler, 1964, Professor of Political Science  
B.E., M.E., Yale; M.A., Ph.D., Columbia
- Natalie B. Kampen, 1988, Ann Whitney Olin Professor of Women's Studies and Art History  
B.A., M.A., Pennsylvania; Ph.D., Brown
- Mara Kashper, 1989, Senior Associate in Russian  
M.A., Leningrad State U.
- Jennie A. Kassanoff, 1994, Assistant Professor of English  
A.B., Harvard; M. Litt., Jesus College, Oxford; Ph.D., Princeton
- Laura E. Kay, 1991, Assistant Professor of Physics  
B.A., Stanford; M.S., Ph.D., U. of California
- Joel B. Kaye, 1992, Assistant Professor of History  
B.A., U. of Wisconsin; M.A., U. of Massachusetts; Ph.D., U. of Pennsylvania
- Tatiana Keis, 1967, Reserve Librarian  
A.B., M.L.S., Columbia
- Tovah P. Klein, 1995, Assistant Professor of Psychology  
B.A., U. of Michigan; M.A., Ph.D., Duke
- John Lad, 1980, Lecturer in Philosophy  
B.S., Case Institute of Technology; M.Mus., State U. of New York at Stony Brook; Ph.D., Stanford
- Brian Larkin, 1998, Assistant Professor of Anthropology  
B.A., Birmingham U.; M.A., M.Phil., Ph.D., New York U.
- Janet M. Larkin, 1995, Assistant Professor of Biological Sciences  
B.A., Skidmore; M.S., Ph.D., U. of Texas
- Sue Howard Larson, 1969, Professor of Philosophy  
A.B., Ph.D., Stanford



# THE FACULTY

---

- Anna Lehmann, 1996, Associate in French  
B.A., U.C.L.A.; M.Phil, Yale
- Leslie Lessinger, 1977, Ann Whitney Olin Professor of Chemistry  
B.A., M.A., Ph.D., Harvard
- Michael G. Levine, 1997, Associate Professor of German  
B.A., Cornell U.; M.A., Ph.D., Johns Hopkins
- Paula Loscocco, 1992, Assistant Professor of English  
B.A., Smith College; Ph.D., Boston College
- Xiaobo Lu, 1994, Assistant Professor of Political Science  
B.A., Sichuan Institute of Foreign Languages, China; M.A., Institute of Foreign Affairs, Beijing; Ph.D., U. of California, Berkeley
- Alfred Mac Adam, 1983, Professor of Spanish  
B.A., Rutgers; M.A., Ph.D., Princeton
- Diane J. Macunovich, 1999, Professor of Economics  
B.S., Massachusetts Institute of Technology; M.A., Ph.D., U. of Southern California
- Joseph L. Malone, 1967, Professor of Linguistics  
A.B., M.A., Ph.D., U. of California, Berkeley
- Brian S. Mangum, 1996, Assistant Professor of Mathematics  
B.S., Duke; M.A., Ph.D., U. of California at Santa Barbara
- Laura Masone, 1992, Senior Associate in Physical Education  
B.A., Brandeis; M.A., Teachers College, Columbia
- Licia Fiol-Matta, 1993, Assistant Professor of Spanish  
A.B., Princeton; M.Phil., Ph.D., Yale
- Robert A. McCaughey, 1969, Professor of History  
A.B., Rochester; M.A., North Carolina; Ph.D., Harvard
- Ruth E. McChesney, 1992, Assistant Professor of Biological Sciences  
B.S., U. of Otago; M.Phil., Ph.D., City U. of New York at Mt. Sinai
- Rachel McDermott, 1994, Assistant Professor of Asian and Middle Eastern Cultures  
A.B., U. of Pennsylvania; M. Div., Harvard Divinity School; A.M., Ph.D., Harvard
- Wendy McKenna, 1980, Adjunct Associate Professor of Psychology  
B.A., Antioch; Ph.D., City U. of New York
- Perry G. Mehrling, 1987, Associate Professor of Economics  
B.A., Harvard; M.Sc., London School of Economics; Ph.D., Harvard
- Kristina Milnor, 1998, Assistant Professor of Classics  
B.A., Wesleyan; Ph.D., U. of Michigan
- David Moerman, 1998, Assistant Professor, Asian and Middle Eastern Cultures  
A.B., Columbia; Ph.D., Stanford
- James P. Mohler, 1986, Associate Professor of Biological Sciences  
B.A., Iowa; Ph.D., Massachusetts Institute of Technology
- Kelly Moore, 1993, Assistant Professor of Sociology  
B.A., M.A., Ph.D., U. of Arizona
- Brian R. Morton, 1995, Assistant Professor of Biological Sciences  
B.S., U. of Toronto; Ph.D., U. of California, Riverside
- Irene Motyl-Mudretzkyj, 1998, Associate in German  
B.A., M.A., U. of California, Santa Barbara

- Patricio Keith Moxey, 1988, Ann Whitney Olin Professor of Art History  
B.A., U. of Edinburgh; M.A., Ph.D., U. of Chicago
- Reshmi Mukherjee, 1997, Assistant Professor of Physics  
B.S., Presidency College, U. of Calcutta; M.A., M.Phil., Ph.D., Columbia
- Lalith Munasinghe, 1997, Assistant Professor of Economics  
B.A., Princeton, B.A., Cambridge; M.A., M. Phil., Ph.D., Columbia
- Gail F. Musen, 1992, Assistant Professor of Psychology  
B.A., Clark U.; Ph.D., U. of California
- Robert Myers, 1992, Assistant Professor of Philosophy  
B.A., Queen's U., Kingston; Ph.D., U. of California
- Afsaneh Najmabadi, 1992, Associate Professor of Women's Studies  
B.A., M.A., Harvard; Ph.D., U. of Manchester
- Catherine T. Nepomnyashchy, 1987, Associate Professor of Russian  
B.A., M.A., Brown; M.Phil., Ph.D., Columbia
- Daniela Noè, 1989, Senior Associate in Italian  
A.B., M.A., New York U.; Ph.D., U. of Bologna, Italy
- Bruce A. O'Gara, 1991, Assistant Professor of Biological Sciences  
B.S., U. of Wisconsin; M.S., North Dakota State U.;  
Ph.D., Iowa State U.
- Denny Partridge, 1994, Alice Pels Professor of Theatre  
B.F.A., Boston U.; M.F.A., Carnegie-Mellon
- Ann Pellegrini, 1999, Assistant Professor of Women's Studies  
A.B., Harvard-Radcliffe; M.A., Oxford; A.M., Ph.D., Harvard
- Stephanie L. Pfirman, 1993, Professor of Environmental Science  
B.A., Colgate; Ph.D., Massachusetts Institute of Technology
- Caryl Phillips, 1998, Henry R. Luce Professor of Migration and Social Order  
and Professor of English  
B.A., The Queens College, Oxford; A.M., Amherst College;  
Hon.D. Univ., Leeds Metropolitan
- Nancy Kline Piore, 1989, Senior Lecturer in English and French;  
Director of The Writing Program  
A.B., Barnard; M.A., Columbia; Ph.D., Tufts
- Richard M. Pious, 1973, Professor of Political Science and Adolph S. and Effie Ochs Chair  
in History and American Studies  
B.A., Colby; Ph.D., Columbia
- Peter G. Platt, 1994, Assistant Professor in English  
B.A., Yale; M.A., Middlebury College; Ph.D., Oxford
- Cary H. Plotkin, Senior Lecturer in English  
B.A., Yale U.; M.A., Ph.D., Columbia
- Jeanne S. Poindexter, 1991, Associate Professor of Biological Sciences  
A.B., Indiana U.; M.A., Ph.D., U. of California
- Laurie J. Postlewaite, 1997, Lecturer in French  
B.A., Southern Methodist U., M.A., Ph.D., New York U.
- Anne Lake Prescott, 1959-62; 1963, Professor of English  
A.B., Barnard; M.A., Ph.D., Columbia

## THE FACULTY

---

- Quandra Prettyman, 1970, Senior Associate in English  
A.B., Antioch
- Claudia Rankine, 1996, Assistant Professor of English  
B.A., Williams College; M.F.A., Columbia
- Agueda Pizarro Rayo, 1981, Senior Lecturer in Spanish  
A.B., Barnard; M.A., Ph.D., Columbia
- Gail Reiken, 1996, Lecturer in Physical Education  
B.S., Brooklyn College; M.S., Pennsylvania State; Ed.D.,  
Teachers College, Columbia
- Robert Remez, 1980, Professor of Psychology  
B.A., Brandeis; Ph.D., Connecticut
- Jonathan Rieder, 1990, Professor of Sociology  
B.A., Harvard; Ph.D., Yale
- Carolyn A. Ristau, 1990-96; 1997, Senior Lecturer in Psychology  
A.B., Vassar; M.S., Ph.D., U. of Pennsylvania at Philadelphia
- Daniel C. Robie, 1992, Assistant Professor of Chemistry  
B.S., Reed College; Ph.D., U. of Illinois
- Christian M. Rojas, 1997, Assistant Professor of Chemistry  
B.A., U. of Virginia; Ph.D., Indiana U.
- Rosalind Rosenberg, 1984, Professor of History  
B.A., Ph.D., Stanford
- Nan Rothschild, 1981, Professor of Anthropology  
B.A., Vassar; M.A., Columbia; Ph.D., New York U.
- Susan Riemer Sacks, 1971, Senior Lecturer in Education  
A.B., Northwestern; M.A., Western Reserve; Ph.D., Columbia
- Sarah J. Sasson, 1997, Associate in French  
B.A., U. of Paris I; B.A., M.A., U. of Paris VII;  
M.A., U. of Massachusetts; M.Phil., Columbia
- Flora Schiminovich, 1977, Senior Lecturer in Spanish  
B.A., City College of New York; M.A., Hunter College;  
M.A., Ph.D., City U. of New York
- Aaron Schneider, 1985, Lecturer in English and Associate Dean of Studies  
B.A., Brandeis; M.A., M. Phil., Ph.D., Columbia
- Alan Segal, 1980, Professor of Religion  
B.A., Amherst; M.A., Brandeis; Ph.D., Yale
- Ann Senghas, 1999, Assistant Professor of Psychology  
B.A., Smith College; Ph.D., Massachusetts Institute of Technology
- Mirella d'Ambrosio de Servodidio, 1964, Professor of Spanish  
A.B., Barnard; M.A., Ph.D., Columbia
- Rajiv Sethi, 1995, Associate Professor of Economics  
B.S., U. of Southampton; Ph.D., New School for Social Research
- Lesley A. Sharp, 1994, Assistant Professor of Anthropology  
B.A., Brandeis U.; M.A., Ph.D., U. of California, Berkeley
- William Sharpe, 1984, Professor of English  
B.A., Columbia; M.A., Oxford; Ph.D., Columbia



- Ann E. Shinnar, 1995, Assistant Professor of Chemistry  
B.A., Goucher College; M.A., Ph.D., Princeton
- Aïssata Garba Sidikou, 1997, Lecturer in French  
B.A., Lycée Kassal, Niamey; Licence es Lettres, Moumouni U. of Niamey, Niger;  
Maîtrise es Lettres, Abdou Moumouni U., Niamey, Niger;  
Ph.D., Pennsylvania State
- Rae Silver, 1976, Helene L. and Mark N. Kaplan Professor of the Physical and Natural Sciences  
B.A., McGill; M.A., City U. of New York; Ph.D., Rutgers
- Herbert Sloan, 1987, Associate Professor of History  
B.A., Stanford; J.D., Michigan; M.Phil., Ph.D., Columbia
- Robert C. Smith, 1995, Assistant Professor of Sociology  
B.A., U. of Delaware; M.A., M.Phil., Ph.D., Columbia
- Joan Snitzer, 1986, Senior Lecturer in Art History  
B.A., Pratt Institute; M.F.A., Hunter College
- Janet Soares, 1968, Professor of Dance  
B.S., Juilliard; M.A., Ed.D., Columbia
- Natalie Sonevytsky, 1959, Reference Librarian  
B.A., New Rochelle; M.S., Columbia
- Sheila M. Stepp, 1997, Associate in Physical Education  
B.S., Gannon U.; M.S., Slippery Rock U.
- Sandra Stingle, 1967, Adjunct Assistant Professor of Psychology  
A.B., Barnard; Ph.D., Columbia
- Steven John Stroessner, 1992, Assistant Professor of Psychology  
B.A., Hope College; Ph.D., U. of California
- Martin Stute, 1993-94; 1995, Assistant Professor of Environmental Science  
B.S., M.A., Ph.D., U. of Heidelberg
- Timea Szell, 1979, Lecturer in English and Assistant Dean of Studies  
A.B., Barnard; M.A., Columbia; Ph.D., State U. of New York at Stony Brook
- J. Phillip Thompson, 1993, Assistant Professor of Political Science  
B.A., Harvard; M.A., Ph.D., City U. of New York
- Lisa S. Tiersten, 1993, Assistant Professor of History  
B.A., U. of Massachusetts; M.A., M.Phil., Ph.D., Yale
- Lars Trägårdh, 1994, Assistant Professor of History  
B.A., Pomona College; M.A., Ph.D., U. of California, Berkeley
- Amy Trompetter, 1996, Senior Lecturer in Theatre  
B.A., U. of California, Berkeley; M.S., Bank Street College
- Mary Ellen Tucker, 1970, Director of Academic Technologies  
A.B., Barnard; M.L.S., Columbia
- Deborah Valenze, 1989, Associate Professor of History  
B.A., Harvard; Ph.D., Brandeis
- Ben Vinson III, 1999, Assistant Professor of History  
B.A., Dartmouth College; M.A., M.Phil., Ph.D., Columbia
- Judith Weisenfeld, 1991, Assistant Professor of Religion  
A.B., Barnard; M.A., Ph.D., Princeton
- Marcia L. Welles, 1970, Professor of Spanish  
A.B., Barnard; M.A., Middlebury; Ph.D., Columbia

# THE FACULTY

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- Margaret Werth, 1993, Assistant Professor of Art History  
B.A., Boston U.; M.A., Ph.D., Harvard
- Barbara A. Woike, 1995, Assistant Professor of Psychology  
B.A., Cleveland State U.; M.A., Ph.D., Michigan State U.
- Nancy Worman, 1996, Assistant Professor of Classics  
A.B., Barnard; M.A., Ph.D., Princeton
- Kimberly Marten Zisk, 1997, Assistant Professor of Political Science  
A.B., Radcliffe; Ph.D., Stanford

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Anne Lake Prescott, Professor of English
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Natalie Kampen, Professor of Women's Studies  
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Patricio Keith Moxey, Professor of Art History
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 Lucyle Hook, Ph.D., 1948-1967, Professor Emerita of English  
 Eugenio Florit, D. en D., 1945-1969, Professor Emeritus of Spanish  
 Henry A. Boorse, Ph.D., 1937-1970, Professor Emeritus of Physics  
 Julius S. Held, Ph.D., 1936-1970, Professor Emeritus of Art History  
 Raymond J. Saulnier, Ph.D., LL.D., 1939-1973, Professor Emeritus of Economics  
 Joseph Gerard Brennan, Ph.D., L.H.D., 1947-1976, Professor Emeritus of Philosophy  
 Helen Phelps Bailey, Ph.D., 1933-1977, Professor Emerita of French  
 David A. Robertson, Jr., Ph.D., 1940-1981, McIntosh Professor Emeritus of English  
 Margarita Ucelay, Ph.D., 1943-1981, Professor Emerita of Spanish  
 Chilton Williamson, Ph.D., 1942-1982, Professor Emeritus of History  
 Jeanette S. Roosevelt, Ph.D., 1951-1958; 1962-1986, Professor Emerita of Dance  
 Tatiana Greene, Ph.D., 1946-1987, Professor Emerita of French  
 Bernard Barber, Ph.D., 1952-1988, Professor Emeritus of Sociology  
 John Meskill, Ph.D., 1959-1988, Professor Emeritus of Oriental Studies  
 Barry Ulanov, Ph.D., Litt.D., 1951-1988, Professor Emeritus of English  
 Helen Bacon, Ph.D., 1961-1989, Professor Emerita of Classics  
 Patricia Carpenter, Ph.D., 1961-1989, Professor Emerita of Music  
 John Sanders, Ph.D., 1968-1989, Professor Emeritus of Geology  
 Brigitte Bradley, Ph.D., 1962-1990, Professor Emerita of German  
 Maristella Lorch, Ph.D., 1951-1990, Professor Emerita of Italian  
 Hubert Doris, Ph.D., 1957-1995, Professor Emeritus of Music  
 Ruth M. Kivette, Ph.D., J.D., 1952-1992, Professor Emerita of English  
 Suzanne F. Wemple, Ph.D., J.D. 1966-1992, Professor Emerita of History  
 Mary Mothersill, Ph.D., 1963-1993, Professor Emerita of Philosophy  
 Patricia Dudley, Ph.D., 1959-1994, Professor Emerita of Biological Sciences  
 Remington Patterson, Ph.D., 1955-1994, Professor Emeritus of English  
 Joan Vincent, Ph.D., 1968-1994, Professor Emerita of Anthropology  
 Joann Morse, Ph.D., 1956-1995, Professor Emerita of English  
 Morton Klass, Ph.D., 1965-1996, Professor Emeritus of Anthropology  
 Marina Ledkovsky, Ph.D., 1969-1996, Professor Emerita of Russian  
 Deborah Milenkovitch, Ph.D., 1965-1996, Professor Emerita of Economics  
 Barbara S. Schmitter, Ph.D., 1957-1995, Professor Emerita of Psychology  
 Lila Ghent Braine, Ph.D., 1974-1998, Professor Emerita of Psychology  
 Lydia H. Lenaghan, Ph.D., 1962-1998, Professor Emerita of Classics  
 Barbara Novak, Ph.D., 1958-1998, Professor Emerita of Art History  
 Abraham Rosman, Ph.D., 1966-1998, Professor Emeritus of Anthropology  
 Paula G. Rubel, Ph.D., 1965-1998, Professor Emerita of Anthropology  
 Jane Rosenthal, Ph.D., 1952-55; 1971-98, Professor Emerita of Art History



# ADMINISTRATION

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## **Officers of Administration**

Judith Shapiro, Ph.D., President of Barnard College and Dean in the University and Professor of Anthropology

Elizabeth S. Boylan, Ph.D., Provost and Dean of the Faculty and Professor of Biological Sciences

Barry Kaufman, Ph.D., Vice President for Finance and Administration

Dorothy S. Denburg, Ed.D., Dean of the College

Carol P. Herring, B.A., Vice President for Development and Alumnae Affairs

Michael Feierman, J.D., General Counsel

Lewis Wyman, B.A., Vice President for Planning and Research

## **Office of the President**

Barbara Robinson, Administrative Assistant to the President

## **Office of the Provost and Dean of the Faculty**

Flora S. Davidson, Ph.D., Associate Provost and Lecturer in Political Science

Gwendolyn Williams, B.A., Administrative Assistant to the Dean

## **Office of the Vice President for Finance and Administration**

Helen Vanides, Director of Budget

Leslé Europe, B.B.A., Institutional Research Analyst

## **Office of the Dean of the College**

Susan F. Cohn, Ph.D., Assistant to the Dean of the College

### *Dean for Multicultural Affairs*

Vivian A. Taylor, Ed.M., Dean for Multicultural Affairs

Saul Davis, B.S., Director, Science and Technology Entry Program (S.T.E.P.)

Alexandra Nestoras, B.A., Director, Liberty Partnerships Program

Jason Wolfe, B.A., Associate Director

Marilyn Reyes, Administrative Assistant

### *Office of Higher Education Opportunity Program*

Francesca M. Cuevas-Cruz, B.A., Director

Santa Arocho, B.A., Associate Director/Counselor

Cynthia Suarez, B.A., Counselor

Rose Gladden, Administrative Assistant

## **Office of Development and Alumnae Affairs**

### *Annual Fund*

Barbara E. Clapp, B.S., Associate Director of Annual Giving

Karen L. Falkingham, B.A., Associate Director of Annual Giving

Laura L. Taylor, B.A., Associate Director of Annual Giving

### *The Barnard Campaign*

Stephanie W. Adams, B.A., Associate Director of Planned Giving

Cynthia M. Bennett, Ph.D., Director of Corporate and Foundation Relations

Susan C. Davies, A.B., Associate Director of Corporate and Foundation Relations

Melinda W. Davis, B.A., Director of Capital Gifts

Reva G. Feinstein, M.P.A., Director of Special Gifts

Margaret R. Hambrick, M.P.A., M.L.S., Research Assistant

Jane S. Hollander, B.F.A., Associate Director of Research  
Margaret M. Johnson, M.A., Grants Manager  
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Monica Stordeur, M.A., Manager of Campaign Publications  
Penelope Van Amburg, M.A., Director of Communications  
Laurie A. Way, B.A., Stewardship Officer  
Lisa C. Winick, B.A., Associate Director for Special Gifts

#### *Administrative Services*

Doina-Gabriela Colef, M.B.A., Gifts Manager  
Susan E. Lemma, B.A., Manager of Alumnae Records  
Barbara E. Lewis, M.A., Director of Fundraising Information Systems  
Martha N. Valerio, B.A., Manager of Fundraising Information Systems

#### *Alumnae Affairs*

Toni Crowley Coffee, A.B., Associate Editor, *Barnard Magazine*  
Christine A. Corcoran, B.A., Associate Director of Alumnae Affairs  
Leah Kopperman, M.A., M.S., Associate Director of Alumnae Affairs  
Lisa Cohen Liman, M.A., Director of Alumnae Affairs  
Deborah Schupack, B.A., M.A., Editor, *Barnard Magazine*  
Ellen Schwartzman, M.A., Associate Director of Alumnae Affairs

#### **Office of the General Counsel**

Cathy A. Pohl, J.D., Associate General Counsel  
Edna O. Ray, Administrative Assistant

#### **Office of Admissions**

Doris Davis, M.A., Dean of Admissions  
Karen Jean-Louis Hurtt, B.S., Senior Associate Director of Admissions  
Sabrina Ramirez, Associate Director

#### **The Barnard Center for Research on Women**

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David Hopson, M.A., Administrative Manager  
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Suzanne P. Gold, Director, Facilities Services  
Alex Martinez, Department Administrator

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**Office of College Activities**

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**Controller's Office**

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Ricky R. White, Associate Controller  
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**Office of the Dean of Studies**

Karen Blank, Ed.D., Dean of Studies  
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Aaron Schneider, Ph.D., Associate Dean of Studies and Senior Class Dean  
Marjorie Croes Silverman, Ph.D., Associate Dean of Studies and Dean for Transfer Services  
Timea Szell, Ph.D., Assistant Dean  
Catherine S. Webster, M.A., Sophomore Class Dean

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Interim Associate Director for Mental Health Services  
Theresa O'Rourke, R.N., Head Nurse  
Deborah Witzeman, B.A., Administrator



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Lori McFarland, M.A., Employment and Employee Manager

Mike Malenas, Administrative Manager

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Carol Falcione, M.A., M.S., M.B.A., Dean of the Library and Academic Information Services

Christina Bickford, M.S., Ed.M., Media Services Librarian

Karen Dobrusky, M.S., M.P.H., Reference Librarian

Cynthia Johnson, M.A., M.S., Reference Librarian

Tatiana Keis, M.S., C.A.L., Access Services Librarian

Jane Lowenthal, M.Ed., M.L.S., Archivist

Michael Elmore, M.L.S., M.P.H., Technical Services Librarian

Mary Ellen Tucker, M.S., C.I.M., Director of Academic Technologies

**Barnard Library and Academic Information Services**

Maureen Romagnoli, M.A., Associate Director for Technical and Multimedia Development

Andrew Blaner, M.A., Associate Director, Technical Support Services

**Administrative Computing Services**

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Hyong-ki Lee, M.S., Associate Director for Network Systems

Ming Zhang, M.S., Database Support Specialist/Programmer

Ken Liu, B.A., Network Support Specialist

Kathy Smith, Database Specialist

**Office Services**

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Corey Dawkins, B.A., Mail Services Manager

**Office of Public Affairs**

Lucas Bernays Held, B.A., Director

Michelle Kerr, B.A., Publications Manager

Michael Esguerra, B.A., Graphic Designer

Cynthia A. Pogue, B.A., Administrative Assistant

**Pre-College Program**

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Haig Chahinian, B.A., Assistant to Director

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Douglas Maget, Associate Director

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L. Leanne Habeeb, Ph.D., Associate Registrar

Marybeth Kemm, Assistant Registrar

Florrie Brafman, Academic Information Manager

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Sandra Bernabei, C.S.W., C.A.S.A.C., M.S.W., Program Coordinator, A.S.A.P.

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Gloria Anderson, Assistant to the Dean

Janice Gates Kelly, M.Ed., Area Director, Plimpton Hall and BC at Columbia

Lillian Caddle-Legall, Area Manager, 600, 616 and 620 West 116th Street

Paulette Suber, Area Manager, The Quad

Jennifer Weisman, M.Ed., Area Director, Elliott

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Jane Finnegan, B.A., Associate Director

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Kevin Tasse, Supervisor

James Kelly, Supervisor (Part-time/Sundays)

## **Office of Special Events and Summer Programs**

Jean McCurry, M.A., Director

Tiffany Dugan, B.A., Associate Director

# THE ASSOCIATE ALUMNAE OF BARNARD COLLEGE

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Barnard graduates number more than 29,000 and have distinguished themselves in almost every field. The most recent edition of *Baccalaureate Origins of Doctorate Recipients* for the decade 1981-90 ranks Barnard third in the country among all private four-year undergraduate colleges in the number of graduates who go on to receive Ph.D.s in all fields; first among all colleges in the number of graduates pursuing Ph.D.s in psychology; and fourth in pursuing Ph.D.s in the sciences.

Alumnae serve Barnard in three important ways: recruiting students for Barnard, interpreting and promoting Barnard in their communities, and supporting the College financially. Alumnae also support the College by volunteering for leadership positions, participating in alumnae events and programs, and hiring Barnard students, interns, and graduates. A network of more than 100 clubs and regional representatives links alumnae in the United States and abroad, providing a source for potential friendships as well as business and professional contacts for alumnae when traveling or relocating.

The Associate Alumnae of Barnard College (AABC) is headed by a twenty-member Board of Directors that develops programs designed to connect alumnae to each other and to the College through class and regional groups in the United States and abroad, as well as through career, young alumnae, and other affinity networks. All graduates and former students who have completed at least one year of undergraduate study at Barnard and have left in good academic standing are members. There are no alumnae dues.

Barnard alumnae receive *Barnard* magazine, the *Barnard Reporter*, and invitations to alumnae events and other academic and career programs. Alumnae can audit courses and use campus facilities such as the Barnard and Columbia libraries and the Office of Career Development.

The central office of the AABC is the Office of Alumnae Affairs on the Barnard College campus.



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Rose and Solomon Blumenthal Fund (1987)	Class of 1931 Memorial Fund (1981)
Elizabeth M. Bogardus '44 Fund (1976)	Class of 1933 Fund (1973)
Charles E. Bogert and Anna Shippen Young Bogert Memorial Fund (1913)	Class of 1935 Fund (1975)
Eva-Lena Miller Booth Fund (1932)	Class of 1936 Fund (1971)
Dorothy S. Boyle '40 Fund (1978)	Class of 1938 Fund (1989)
Josephine Brand '07 Fund (1970)	Class of 1939 Fund (1990)
Brearley School Fund (1889)	Class of 1940 Memorial Fund (1991)
Florence Mackie Brecht '39 Fund (1993)	Class of 1943 Fund (1989)
Martha Ornstein Brenner Class of 1899 Fund (1915)	Class of 1947 Memorial Fund (1982)
The Anny Birnbaum Brieger '29 and Edith Birnbaum Oblatt '29 Fund (1992)	Class of 1948 Fund (1989)
Arthur Brooks Fund (1897)	Class of 1953 Fund (1973)
Margaret Bullowa '30 Fund (1979)	Class of 1954 Fund (1955)
Elsa B. Bunn '18 Fund (1980)	Class of 1959 Fund (1974) <i>In memory of Jacqueline Zelniker Radin.</i>
Elizabeth Hobe Burnell '20 Fund (1971)	Class of 1963 Fund (1983)
	Class of 1964 Fund (1992)
	Class of 1974 Fund (1991)

Class of 1981 Fund (1982)	Ellen V. Futter '71 Fund (1994)
Martine Cobanks '18 Fund (1973)	Doris P. Gallert '04 Fund (1970)
Beatrice Rosenthal Coleman '38 Scholarship Fund (1991)	Galway Fund (1912)
Rosalie Colie Fund (1993)	Helen Jenkins Geer '15 Fund (1940)
College Bowl Fund (1968)	Cecile Meister Gilmore '30 and Benjamin Gilmore Fund (1986)
Barbara Myers Cross Fund (1986)	Anita Hyman Glick '62 Fund (1968)
Yvonne Moen Cumerford '23 Fund (1972)	Irma Alexander Goldfrank '08 Fund (1919)
Caryl M. Curtis '32 Fund (1980)	Sarah S. and Louis A. Goldman Fund (1992)
Vera B. David Scholarships (1962) <i>In memory of her late husband, John David.</i>	Drs. Mary Nicholson Goldworth '49 and Amnon Goldworth Fund (1997)
Ethel Dawbarn '18 Fund (1987)	Harriet Wilinsky Goodman '27 and Sylvan A. Goodman Fund (1983)
Blanche Heyman Doernberg '05 Fund (1991)	Elsa Gottlieb '13 Fund (1982)
Ada M. Donelle Fund (1948)	Graham School Fund (1907)
L. Adele Dorsett '06 Fund (1971)	Blanche Kazon Graubard '36 Fund (1981)
Helen Geer Downs '40 Fund (1974)	Ethel C. Gray '17 Fund (1973)
Drake Scholarships and Fellowships (1992)	Virginia Ehrman Greenwald '26 Fund (1996)
Amelia Cary Duncan Fund (1976)	Louise H. Gregory Fund (1955)
Marie G. Eckhardt '22 Fund (1990)	Hetta Stapff Halloran '11 Fund (1977)
May Parker Eggleston '04 Fund (1977)	Mary Catlett Hardy Fund (1994)
Betty Eisenstadt Fund (1982) <i>In memory of Sarah and Israel Gillman and Betty Eisenstadt.</i>	Harkness Fund (1939)
Elizabeth Kramer Emmons '42 Fund (1986)	Jane Harnett '63 Fund (1978)
Sarah Engel '15 Fund (1973)	Helen May Smith Helmle '30 Fund (1973)
Laura Teller Ericsson '32 Fund (1976)	Margaret Holland '30 Fund (1975)
Dora L. Falk '04 Fund (1995)	Rita Hilborn Hopf '14 Memorial Fund (1966)
Abbe Fessenden '62 Fund (1994)	Harriet Kaye Inselbuch '62 Fund (1992)
Margaret Jane Fischer '35 Fund (1968)	Eleanor Levison Israel '39 Fund (1976)
Fiske Fund (1895)	Lucie Burgi Johnson '17 Fund (1979)
Martha T. Fiske Fund (1911)	Lily Murray Jones '05 Fund (1950)
Edyth Fredericks '06 Fund (1974)	The Kahn Fund (1994)
Clara Lillian Froelich '15 Fund (1979)	Mildred K. Kammerer '19 Fund (1973)

## SCHOLARSHIP FUNDS

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Peggy King Scholarship Fund (1986)

Mirra Komarovsky '26 Fund (1975)

Lucile Wolf Koshland '19 Fund (1980)

Elsie M. Kupfer Class of 1899 Fund (1975)

Margaret Irish Lamont '25 Fund (1978)

Augusta Larned Fund (1924)

Marjorie Hermann Lawrence Fund (1965/67)

Ethel Stone LeFrak '41 and  
Samuel J. LeFrak Fund (1998)

Yves LeMay '52 Fund (1982)

Harriett Mooney Levy Fund (1965)

Joan Sperling Lewinson '13 Fund (1955)

Judith Lewittes '55 Fund (1957)

Dora Mei and Tsiang Kwang Li Fund (1994)

Anne Elizabeth Lincoln '24 Fund (1963)

Amy Loveman '01 Fund (1956)

*See Prizes, page 397.*

Louise Grace Luby Class of 1893  
and James Luby Fund (1947)

Barbara Scoville Maarschalk '32 Fund (1977)

Frances E. and Harry W. Martin Fund (1986)

Jeanne S. Mattersdorf and Bertha Miller  
Memorial Fund (1970)

Cecile Lehman Mayer Fund (1962)

Leo Mayer Fund (1972)

Hugh and Mary McCorry Fund (1993)

Helen Pond McIntyre '48 Fund (1998)

Adele Duncan McKeown '11 Fund (1973)

Eloise F. McLennan '24 Fund (1987)

Memorial Fund (1954)

Margaret A. Milliken '45 Fund (1998)

Cheryl Glicker Milstein '82  
and Philip Milstein Fund (1992)

Dorothy E. Miner '26 Fund (1977)

Gladys Bateman Mitchell '14 Fund (1980)

William Moir Fund (1912)

James Robert Montgomery and Rosalis Van  
der Stucken Montgomery '35 Fund (1994)

Morris-Eppstein Fund (1995)

Gulli Lindh Muller '17 Fund (1972)

Caroline Church Murray Fund (1918)

Annette Florence Nathan Fund (1947)

Dora R. Nevins '04 Fund (1969)

Ann Whitney Olin '27 Fund (1982)

Lucretia Perry Osborn Fund (1940)

Dorothy Brockway Osborne '19 Fund (1976)

Elizabeth Palmer '15 Fund (1972)

Jean T. Palmer '53 Fund (1969)

Josephine Bay Paul Fund (1978)

Carl and Lily Pforzheimer Foundation  
Fund (1993)

Dr. Iris Polinger '64 and  
Dr. Harvey I. Hyman Fund (1995)

Samuel Postelneck Fund (1997)

Lucy Powell '13 Fund (1971)

M. Gladys Quinby '08 Fund (1961)

Jacqueline Zelniker Radin '59 Fund (1975)

Eleanor Kaiser Reinheimer '28 Fund (1976)

Edna Pulver Relyea Memorial Fund (1996)

Eva Rich '07 Fund (1968)

Peter C. Ritchie, Jr., Fund (1937)

Gayle F. Robinson '75 Fund (1993)

Margaret Miller Rogers '23 Fund (1976)

Caterina Ronzoni Fund (1986)

Edith Lowenstein Rossbach '19  
Memorial Fund (1959)



Carrie W. and Corine A. Rowe '25 Fund (1979)	George W. Smith Fund (1906)
Helena Rubinstein Foundation Fund (1992)	Sylvia W. Stark '26 Fund (1981)
Edna Heller Sachs '10 Fund (1955)	C. V. Starr Fund (1983)
May Herrmann Salinger '10 and Edgar Salinger Fund (1971) <i>In memory of Isaac and Eugenie Herrmann.</i>	Claire Wander Stein '36 Financial Aid Fund (1981)
Lee Borden Samelson Fund (1997)	Edna Phillips Stern '09 Fund (1952)
Shirley Aronow Samis '43 Fund (1994)	Eleanor Holden Stoddard '06 Fund (1977)
Eleanor Butler Sanders Fund (1922)	Isabel Greenbaum Stone '18 Fund (1957)
Anna M. Sandham Fund (1922)	Alice Warne Stout '38 Fund (1995) <i>In memory of Pearl Waite Warne</i>
Terry Rose Saunders '64 Fund (1992)	Alan L. and Jacqueline B. Stuart '63 Fund (1997)
Katherine D. Schlayer '43 Fund (1975)	Fannie Manwaring Sturtevant and Daniel Dwight Sturtevant Fund (1969)
Schmitt-Kanefent Fund (1931)	Solon E. Summerfield Foundation Fund (1960)
Scholarship Fund (1901)	Anna Stechel Sussner Fund (1993)
Katherine Flint Shadek '45 Fund (1961)	Thompson Fund (1993)
Dorothy Nolan Sherman '35 Fund (1983)	Miriam Tobias '35 Fund (1980)
Marion Berenson Shinn '45 and Richard R. Shinn Fund (1992)	Mildred Gluck Tomback '27 Fund (1995)
Anne Victoria and Elizabeth Jane Shutkin Fund (1983)	Veltin School Fund (1905)
Doris Silbert '23 Fund (1987)	Florence Meyer Waldo Fund (1980)
Lisa Simmons '86 and Josh Weinstein Fund (1998)	Mary Truehart Walker '67 Fund (1997)
Max Sloman and Jane Stanley '41 Fund (1971)	Alma F. Wallach '01 Fund (1951)
Emily James Smith Fund (1899)	Dorothy Calman Wallerstein '09 Fund (1976)
Frances M. Smith '32 Fund (1974)	Ella Weed Fund (1895)
Fred Curtis Smith Memorial Fund (1955)	Hymen and Helen Werner Fund (1964)
	Fern Yates Memorial Fund (1980)

# SCHOLARSHIP FUNDS

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## SCHOLARSHIPS WITH PREFERENCES

Patricia Leigh (Pat) Abbott Fund (1981)  
*For a student or students who have overcome serious physical difficulties.*

Mary Ann Adams and Lily Frances Adams Fund (1991)  
*Preferably for a student majoring in history or another social science.*

Carolyn E. Agger '31 Endowment for Women Interested in Law (1998)  
*For students who are pre-law majors or who have declared an interest in studying law.*

Mary Gertrude Edson Aldrich Fund (1916)  
*To a senior who has shown high moral qualities.*

Mary Anderson Archer and Joseph Alan Wheat Fund (1997)  
*Preferably for students who are studying mathematics or science.*

Norma Ketay Asnes '57 Fund (1993)  
*Preferably for African-American students.*

Axe-Houghton Fund (1977)  
*For juniors or seniors with average of at least 3.0.*

Helene Gottesman Axelrod '42 Fund (1997)  
*Preferably for students who are graduates of secondary schools in New York State.*

Bertha R. Badanes '14 Fund (1966)  
*For children of New York City schoolteachers, preferably from Brooklyn.*

Anne Glynn Basker Fund (1996)  
*Preferably for students from Oregon.*

Barnard College Club of Brooklyn Fund (1944)  
*For a student from Brooklyn.*

Barnard College Club of Greater San Francisco Fund (1986)  
*For a student preferably from the San Francisco Bay area.*

Barnard College Club of Houston Fund (1969)  
*For students from the Houston area.*

Barnard College Club of New York Fund (1952)  
*For a student from outside New York City.*

Barnard-in-Westchester Fund (1962)  
*Preferably for students from Westchester County.*

Barnard School Alumnae Fund (1916)  
*Preferably for nominees of the school.*

Willina Barrick Class of 1900 Memorial Fund (1936)  
*By the College Club of Jersey City for a graduate of a Jersey City secondary school.*

The Annette Kar Baxter '47 Memorial Fund (1984)  
*In memory of Annette Kar Baxter, '47, by her colleagues, students, classmates, and other friends. For students who have distinguished themselves in the study of some aspect of women's experience.*

Betty Levy Berger '43 Fund (1995)  
*For students majoring in the sciences, preferably chemistry.*

Irving Berlin Fund (1950)  
*For one or more Barnard students of foreign-born parentage.*

Helen M. Berman '64 Fund (1996)  
*Preferably for students majoring in chemistry, biochemistry, biology, physics, or mathematics.*

June Rossbach Bingham '40 Fund (1976)  
*For a Barnard student majoring in English, preferably one who is interested in pursuing a writing career.*

Ida Blair Memorial Fund (1937)  
*Preferably for a student in political science.*

Nina Thomas Bradbury '42 Future Teachers Fund (1992)  
*Preferably for a student interested in teaching.*

Thornton F. Bradshaw Fund (1986)  
*For transfer students.*

Naomi Levin Berman '71 Fund (1992)  
*Preferably for students majoring in history or economics.*

Alice Marie-Louise Brett '15 Fund (1930)  
*For a senior specializing in French.*

William Tenney Brewster and Anna Richards Brewster Fund (1961)  
*To be awarded in amounts not less than \$1,000, preferably.*

Anne Brown Endowment Fund (1939)  
*For students from New York City.*

Laurie Wolf Bryk '78 and Eli Bryk Fund (1998)  
*Preferably for students studying art history.*

Burbank Fund (1992)  
*For one or more worthy students pursuing the study of history, literature, or music of the United States, or any combination thereof.*

Ruth L. Byram '24 Fund (1991)  
*Preferably for students interested in teaching or majoring in math.*

Alice Corneille Cardozo '36 Fund (1994)  
*Preferably for students in the fine arts or music.*

Carpentier Residence Fund (1919)  
*For students who are not residents of New York City or its vicinity.*

Therese Cassel '11 Fund (1973)  
*For students born in New York City, preferably those whose mothers were born in New York City and attended Barnard College.*

Lois Golden Champy '67 and James Champy Fund (1992)  
*Preferably for African-American students who demonstrate special need as well as ability.*

Dulcida Romero Chicón Fund (1994)  
*Preferably for students of Hispanic background.*

Marilyn Chin Fund (1994)  
*To be awarded to a student with demonstrated leadership qualities.*

Eliza Taylor Chisholm Memorial Fund (1901)  
*Preference to nominees of the Alumnae Association of Miss Chisholm's School.*

C.I.T. Financial Corporation Fund (1979)  
*In honor of Eleanor Thomas Elliott '48. For a student of economics, mathematics, or political science.*

Class of 1919 Decennial Fund (1929)  
*For a resident student.*

Class of 1926 Emergency Student Aid Fund (1976)  
*For emergency financial aid.*

Class of 1949 Fund (1974)  
*For an incoming first-year student.*

Mrs. Henry Clarke Coe Fund (1910)  
*By the New York City Colony of the National Society of New England Women, to a student from New England or of New England parentage.*

The Gene and Barbara Kauder Cohen '54 Memorial Scholarship Fund (1995)  
*Preferably for promising writers.*

Isobel Crowley Fund (1997)  
*Preferably for students majoring in history and showing a concern for public service.*

Charles A. Dana Fund (1982)  
*For students designated Dana Scholars, as specified in the guiding principles for the program.*

Babette Deutsch '17 Fund (1978)  
*For Barnard students who have demonstrated exceptional ability in poetry, criticism, or translation.*

Marie Ward Doty '36 Fund (1981)  
*Preferably to daughters of parents in law enforcement or related fields.*

Augusta Salik Dublin '06 Fund (1960)  
*For a student in a field of social welfare.*

Elizabeth M. Edersheim '85 Memorial Fund (1992)  
*For juniors majoring in mathematics or English, preferably mathematics, to be renewed for an additional year if academic standards are maintained.*

Educational and Cultural Trust Fund of the Electrical Industry (1951)  
*For daughters of members of Local Union No. 3 of the International Brotherhood of Electrical Workers.*

May Parker Eggleston '04 Fund (1972)  
*For a science student, preferably one planning to attend medical school.*

Christine H. Eide '39 Memorial Fund (1968)  
*For juniors majoring in anthropology or English.*

Eleanor Thomas Elliott '48 Fund (1973)  
*For winners of the Eleanor T. Elliott Prize (see page 395) and/or for other deserving students.*

Gladys Renshaw Esterbrook '20 Fund (1958)  
*Preferably for English or French majors.*



# SCHOLARSHIP FUNDS

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Sophie Schulman Felton '18

Scholarship Fund (1995)

*Preferably for a student majoring in science, particularly chemistry.*

Doris E. Fleischman Fund (1992)

*For the winner of the Doris E. Fleischman '13 Prize (see page 397), or, if that student is not in need of financial aid, to the most outstanding writer among English majors.*

Marion Pratt Fouquet Fund (1961)

*Preferably for older students.*

Gentile Family Fund (1992)

*Preferably for inner-city students.*

German Fund (1950)

*For a German major. See also Prizes, page 398.*

Virginia C. Gildersleeve Fund (1968)

*For a major in the humanities, preferably English.*

Virginia C. Gildersleeve International Fund (1937)

*For a foreign student.*

Cecil Paige Golann '41 Fund (1995)

*Preferably for a student majoring in classics or archaeology.*

Elizabeth Hughes Gossett '21 Scholars (1981)

*For freshmen or sophomores for academic achievement, demonstrated inclination toward public service, and leadership qualities.*

Emily Morris Hadley '28 Fund (1996)

*Preferably for students who play musical instruments.*

Thora M. Hardy '25 Fund (1995)

*Preferably for a student majoring in biology.*

William Randolph Hearst Endowed Fund for Minority Students (1995)

*Preferably for African-American and Latina students.*

Julius Held Fund (1970)

*For students majoring in art history.*

Janet Williams Helman '56 Fund (1993)

*Preferably for minority students from Chicago, Illinois.*

Dominique Henrey Memorial Fund (1990)

*For a first-year student who has an interest in creative writing.*

Emma Hertzog Fund (1904)

*For a graduate of Yonkers High School.*

Alena Wels Hirschorn '58 Fund (1986)

*For the winner of the Alena Wels Hirschorn essay prize, or to the most outstanding economics major.*

Marion Alice Hoey '14 Fund (1944)

*Preferably for a student in Greek and Latin.*

Hannah Falk Hofheimer '09

and Henry Hofheimer Fund (1975)

*For a freshman.*

Holland Dames Fund (1915)

*For a descendant of early Dutch settlers.*

Lillia Babbitt Hyde Fund (1953)

*For premedical students.*

Charlotte Louise Jackson Fund (1928)

*For a graduate of Yonkers High School.*

Mary E. Larkin Joline Fund (1927)

*For a student specializing in music.*

Werner Josten Fund (1955)

*Preferably for a student in music.*

Helene L. Kaplan '53 Fund (1993)

*Preferably for students in the metropolitan New York area.*

Margaret L. Kaplan '49 Fund (1997)

*Preferably for outstanding art history majors.*

Jessie Kaufmann Fund (1902)

*For a student who has no relative able to offer financial assistance.*

Kimball Fund (1938)

*For a student from Spain or one of the Spanish-American countries for study at Barnard or elsewhere, under the direction of the Barnard Department of Spanish.*

Eleanor Kinnicutt Fund (1911)

*For a sophomore of exceptionally high standing.*

John A. Kouwenhoven Fund (1991)

*Preferably for an English major.*

Henry C. Kuever and Frederick W.A. Fuller Fund (1981)

*Preferably for a student majoring in music, or in Greek or mathematics.*

Wei-Ven Yao Kung Fund (1992)  
*Preferably for students of Asian background.*

Dr. Ann G. Kuttner '15 Fund (1969)  
*Preferably to premedical students.*

Eugene M. Lang Fund (1988)  
*Preferably for minority students.*

Marjorie de Loynes Lange '50 Fund (1993)  
*Preferably for a student studying music.*

Hortense Owen Lazar '26 Fund (1991)  
*Preferably for students who have demonstrated both exceptional promise in the field of creative writing and a practical concern for others.*

Judith M. Lebensold Fund (1993)  
*Preferably for students majoring in political science or planning a career in law.*

Ethel Stone LeFrak '41 Prize and Scholarship Fund (1986)  
*To a student for excellence in a field of the arts, the balance as a grant to the prize recipient or a meritorious alternate.*

Marsha Corn Levine '62 and Leslie S. Levine Fund (1997)  
*For students who have graduated from New York City public high schools.*

Toby S. Levy '72 and Rick A. Holman Architecture Fund (1993)  
*For students studying architecture.*

Bernard Liberman Fund (1979)  
*For premedical students.*

Loewenstein Sisters Fund (1998)  
*For commuting students.*

Carolina Marcial-Dorado Fund (1953)  
*For a student from Spain, or to a Spanish major continuing graduate studies in the United States or abroad, or to a student who is majoring in Spanish.*

Raphael Marino Fund (1977)  
*For a student proficient in Italian language, literature, art, or culture.*

Eugene F. and Minnie Gouger McGowan Fund (1955)  
*Preferably for students from Mecklenburg County, North Carolina.*

Fannie Moulton McLane Fund (1961)  
*For citizens of the United States preferably of Colonial or Revolutionary ancestry, or the descendants of a Civil War soldier.*

Mrs. Donald McLean Fund (1906)  
*Founded by the New York City Chapter of the Daughters of the American Revolution for a student of history (chiefly that of the United States).*

Barbara and Marilyn Meyers Fund (1986)  
*Preferably for students majoring in writing, music, dance, or drama.*

Alice Miller '58 Memorial Fund (1989)  
*Preferably for premedical students.*

Libby S. Halpern Miller '60 Fund (1997)  
*Preferably for students interested in chemistry.*

Ferry Starr Morgan Fund (1959)  
*For a student majoring in music or philosophy.*

Lawrence Morris Fund (1968)  
*Preferably for a nominee of the New York City Mission Society.*

Ruth Day Moser '36 Fund (1983)  
*For seniors majoring in sociology.*

Lucy Moses Fund (1975)  
*For a premedical student. See Prizes, page 396.*

Ann Newman '69 Fund (1986)  
*For study abroad.*

The New York Times Fund (1990)  
*For minority students.*

Norman Fund (1998)  
*Preferably for students majoring in English.*

Eileen O'Brien '48 Fund (1994)  
*Preferably for a student studying in the arts.*

Margarita Brose Orr '84 Fund (1997)  
*Preferably for students engaged in athletics.*

Julia Fisher Papper '37 Fund (1974)  
*For a senior of superior academic standing and high motivation.*

John and Laura Pomerantz Fund (1995)  
*Preferably for transfer students.*

Mary Barstow Pope Fund (1913)  
*For a nominee of a self-perpetuating committee representing the founders.*

# SCHOLARSHIP FUNDS

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## Public Service Fund (1934)

*By the Women's Organization for National Prohibition Reform for students in their junior or senior years who show special promise for public service.*

## Lucille Pulitzer Fund (1899)

*Three are restricted to students from the City of New York, eight are for resident students.*

## Basil Rauch Memorial Fund (1992)

*For students majoring in history or in political science with an interest in foreign affairs.*

## Gladys A. Reichard Anthropology Scholarship Fund (1992)

*For students majoring in anthropology, or, if there are no such eligible students, for students majoring in other social sciences.*

## Marie Reimer Fund (1953)

*See Prizes, page 396.*

## Amelia Agostini de del Rio Fund (1955)

*For a student from Puerto Rico or a student who is majoring in Spanish.*

## Jennifer Romine '82 Fund (1996)

*Preferably for students planning careers in natural history, wildlife conservation or veterinary medicine.*

## Lesley Jane Rosen '71 Memorial Fund (1975)

*For a student who shows leadership quality and whose subject of interest is urban studies and/or political science.*

## Dr. Harry Rosenstein Fund (1967)

*For a premedical student.*

## Doris Schloss Rosenthal '35 Fund (1981)

*For students majoring in courses in the arts.*

## Doris Schloss Rosenthal '35 Science and Math Fund (1993)

*For students majoring in science or mathematics.*

## Joan Rosof '61 Fund (1964)

*For students from the State of New York.*

## Julian and Denver F. Roth '23 Fund (1996)

*Preferably for students from the New York City area.*

## Felix St. George Scholarship (1955)

*For an incoming freshman studying physics, chemistry, or biology.*

## Stanley Schacter Fund (1998)

*Preferably for students studying science.*

## Dorothy K. Scheidell '28 Fund (1965)

*Preferably for premedical students.*

## Lillian Schoedler '11 Fund (1967)

*For students who show promise of civic leadership.*

## Margarete Schwabe Fund (1974)

*For premedical students with outstanding ability and idealism.*

## Elizabeth and Fred Schwartz Fund (1996)

*Preferably for students who are first generation Americans.*

## Ruth Gould Scoppa '37 Fund (1985)

*Preferably for a student majoring in English.*

## Henry Sharp Memorial Fund (1992)

*For a student who has or will take one basic course in geology, geography, or environmental science.*

## Roslyn S. Silver '27 Scholarship Program (1982)

*For junior and senior students preparing for careers in medical research.*

## Clarice Ann Smith '18 Fund (1973)

*For students of literature and composition.*

## Marion Wesley Smith Fund (1978)

*For students majoring in anthropology.*

## Hilda Staber '05 Fund (1967)

*For foreign students.*

## Estella Raphael Steiner '23 Fund (1972)

*For a senior in biological sciences who plans to engage in research in that field.*

## Beatrice L. Stern '25 Memorial Fund (1977)

*For juniors and seniors in the life sciences or in the area of intergroup relations with special emphasis on those problems affecting minority welfare and acceptance in the American scene.*

## Marion Levi Stern '20 Fund (1977)

*Preferably for students in the social sciences.*

## Simon Strauss and Elaine

## Mandle Strauss '36 Fund (1981)

*For disabled students.*



Janet Carlson Taylor '67 Fund (1996)  
*Preferably for students from New England.*

Emma A. Tillotson Fund (1910)  
*For a sophomore of exceptionally high standing.*

Clara Bittenwieser Unger '13 Memorial Fund (1938)  
*For a senior in political science who shows promise of ability to contribute to the promotion and perpetuation of true democracy under our Constitution.*

Helen Elizabeth Vosburgh Fund (1934)  
*Preference to a self-supporting student.*

Mary Voyse '13 Fund (1989).  
*For a student from Yonkers.*

Walter A. Wagener Memorial Fund (1984)  
*For students majoring in a field of the arts.*

Gertie Emily Gorman Webb Fund (1953)  
*For a nominee of the Department of History.*

May Hessberg Weis '13 Fund (1981)  
*For students in environmental ethics and conservation.*

Esther Lensh Weisman '24 Fund (1979)  
*Preferably for a student majoring in English.*

Marian Churchill White '29 Fund (1975)  
*For the winner of the Marian Churchill White Prize (see page 396), or an alternate with similar qualifications.*

Allison Wier Fund (1977)  
*For students who are residents of Westchester County.*

Martin Wong Fund (1993)  
*For a Barnard student studying in France.*

Elsa P. Wunderlich '12 Fund (1978)  
*For a German exchange student.*

Richard P. Youtz Fund (1987)  
*For students in the Resumed Education Program.*

The Miriam Scharfman Zadek '50 Scholarship Fund (1997)  
*To provide financial aid to defray room and board expenses for a needy student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a resident student at Barnard College.*

Alma Gluck Zimbalist Fund (1940)  
*For students in political science.*

Gertrude Bunger Zufall '19 Fund (1987)  
*For a senior premedical student. See Prizes, page 396.*

## INTERNSHIP FUNDS

The Costanza Anchisi '89 Memorial Internship Fund (1991)  
*For a junior majoring in Asian and Middle Eastern cultures.*

The Maura Shannon Barrett '83 Internship Fund (1991)  
*In memory of Maura Shannon Barrett '83. For a student who demonstrates a strong interest in science and evidence of previous experience with scientific investigation under the auspices of a scientist.*

Georgianna Pimentel Contiguglia '64 Internship Fund (1997)  
*For internships in the visual arts, dance, theatre, or related fields.*

Charlotte Zmora Fahn '59 and Stanley Fahn Internship Fund (1997)

Jane Rosenzweig Jelenko '70 Internship Fund (1997)

Amy Lai '89 Internship Fund (1997)

Marsteller Internship Program (1998)  
*For students with disabilities for internships in all fields.*

The Jessica E. Patt '89 Community Service Internship Fund (1993)  
*For students seeking to engage in intellectually meaningful work that provides a vital link between the classroom and the world at large.*

# SCHOLARSHIP FUNDS

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Belle and Harry Salzman Internship Fund (1992)  
*Internships in the Washington, D.C. area for juniors and seniors who are interested in careers in public service, law, and government and who have demonstrated financial need.*

The Bernice G. Segal Summer Research Internships Fund (1986)  
*For support of supervised research in the sciences. Recipients are selected by the Faculty Committee on Honors, upon recommendation of the faculty of the Departments of Chemistry, Biological Sciences, and Physics.*  
Shirley Estabrook Wood Internship Fund (1998)

## OTHER STUDENT SUPPORT FUNDS

Diane Price Baker '76 Computing Fellows Fund (1997)  
*For stipends for computing fellows.*  
Katherine Ruser Fernando '79 Writing Fellows Fund (1998)  
*For stipends for writing fellows.*  
Erica Mann Jong '63 Writing Fellows Fund (1997)  
*For stipends for writing fellows.*

Harris Shapiro Foundation Emergency Grant Fund (1997)  
*For students who face unexpected needs, particularly in the area of medical or family emergencies.*  
Time Grants for the Arts (1992)  
*For projects related to theses or other independent projects in film, studio art, dance, theatre, or related fields.*

## LOAN FUNDS

*The following loan funds are administered in accordance with terms specified by the donors.*

Associate Alumnae Student Loan Fund	Pauline Hirschfeld Loan Fund
Barnard College Club of Cleveland Loan Fund	Gertrude C. Hitchcock Loan Fund
Barnard College Loan Fund	Adelaide Le Ciercq Loan Fund
Ann Susan Becker Memorial Loan Fund	Swope Loan Fund
Thomas F. Clark Student Fund	Tudor Foundation Student Loan Fund
Marilyn Chin '74 Loan Fund	

# HONORS

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The following awards, administered according to the provisions of their respective donors, were established to honor those who have shown exceptional distinction in their studies.

## FELLOWSHIPS

### **Alpha Zeta Club Graduate Scholarship (1936)**

For graduating seniors who show promise of distinction or to outstanding recent Barnard graduates who are candidates for higher degrees.

### **Associate Alumnae of Barnard College Graduate Fellowship (1963)**

For a graduating senior or graduate who shows exceptional promise in her chosen field of work. Information and applications may be obtained in the Alumnae Office.

### **Anne Davidson Fellowship (1971)**

For graduating seniors who will pursue graduate study in conservation at a university of approved standing.

### **George Welwood Murray Graduate Fellowship (1930)**

For graduating seniors who show promise of distinction in the humanities and/or the social sci-

ences and who will pursue graduate study at a university or college of approved standing.

### **Lillian Niederman Fellowship Award (1984)**

By Dr. Miriam S. Harris, in memory of her mother, Lillian Niederman Shapiro. For a graduating senior who gives promise of distinction as physician and humanist.

### **Josephine Paddock Fellowship (1976)**

For graduating seniors who show promise of distinction in such fields of graduate study in art as the faculty shall determine. Holders are to pursue studies, preferably abroad, at a college or university of approved standing.

### **Grace Potter Rice Fellowship (1935)**

For graduating seniors who show promise of distinction in the natural sciences or mathematics and who will pursue graduate study at a university or college of approved standing.

## GENERAL

### **Estelle M. Allison Prize (1937)**

For excellence in literature.

### **Mary E. Allison Prize (1937)**

For general excellence in scholarship.

### **Annette Kar Baxter Memorial Fund Prize (1984)**

For juniors who have distinguished themselves in the study of some aspect of women's experience.

### **Frank Gilbert Bryson Prize (1931)**

For a senior who, in the opinion of the class, has given conspicuous evidence of unselfishness and who has made the greatest contribution to Barnard during the college years.

### **Eleanor Thomas Elliott Prizes (1973)**

Two prizes to juniors chosen by the Honors Committee from among the five most outstanding students in the class based upon overall academic record, integrity, and good citizenship in the College.

### **Katherine Reeve Girard Prize (1964)**

For a student whose interests are in the international aspects of a major.

### **Ann Barrow Hamilton Memorial Prize in Journalism (1978)**

For a graduating senior who will pursue a career in journalism.

### **Alena Wels Hirschorn Prize (1986)**

For a senior majoring in economics, with preference for a student who has a strong interest in English literature and/or in pursuing a career in journalism.

### **Lucyle Hook Travel Grants (1987)**

To promising individuals with enriching, eclectic projects who demonstrate originality and self-direction.

### **Jo Green Iwabe Prize (1986)**

To a student with a disability, for active participation in the academic and extracurricular life of the College.

### **Ethel Stone LeFrak Prize (1986)**

For excellence in a field of the arts.



# HONORS

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## BY ACADEMIC AREA

### **Schwimmer Prize (1986)**

For an outstanding graduating senior in the humanities.

### **Bernice G. Segal Summer Research Internships (1986)**

One or more internships for supervised research in the sciences during the summer.

### **Marian Churchill White Prize (1975)**

For an outstanding sophomore who has participated actively in student affairs.

## PREMEDICAL

### **Helen R. Downes Prize (1964)**

For graduating seniors who show promise of distinction in medicine or the medical sciences.

### **Ida and John Kauderer Prize (1973)**

For premedical students majoring in chemistry.

### **The Barbara Ann Liskin Memorial Prize (1995)**

For a premedical student committed to women's issues and to a humanistic approach to patient care.

### **Lucy Moses Award (1975)**

For a premedical student likely to provide service to the medically underserved.

### **Gertrude Bunger Zufall Award (1987)**

For a premedical student entering her senior year.

## AMERICAN STUDIES

### **John Demos Prize in American Studies (1995)**

Awarded to a senior major for excellence in American Studies.

## ART HISTORY

### **Nancy Hoffman Prize (1983)**

For students who plan to enter museum or gallery work or art conservatorship.

### **Virginia B. Wright Art History Prize (1969)**

For promising seniors majoring in art history.

## ASIAN–MIDDLE EASTERN CULTURES

### **Taraknath Das Foundation Prize (Columbia University)**

To a student of Barnard College, Columbia College, or the School of General Studies, for excellence in Asian and Middle Eastern Studies.

## BIOLOGICAL SCIENCES

### **Edna Henry Bennett Memorial Grants (1927)**

For work at a biological laboratory offering summer courses.

### **Hermann Botanical Prize (1892)**

For an undergraduate student proficient in biology.

### **Herbert Maule Richards Grants (1933)**

For botanical research, under the direction of an approved institution.

### **Donald and Nancy Ritchie Grants (1979)**

For biological study or research.

### **Spiera Family Prize (1986)**

For promise of excellence by a student majoring in biological sciences.

### **Constance Von Wahl Prize (1915)**

For advanced work in biology.

## CHEMISTRY

### **American Chemical Society's Division of Analytical Chemistry Award**

For outstanding work in analytical chemistry.

### **American Chemical Society's Division of Polymer Chemistry Award**

For outstanding work in organic chemistry.

### **American Institute of Chemists, New York Chapter Prize**

For an outstanding student of chemistry.

### **CRC Press First-Year Chemistry Achievement Award**

For outstanding achievement in first-year chemistry.

### **Marie Reimer Scholarship Fund Prize (1953)**

Awarded at the end of the junior year to an outstanding major in chemistry.

## ECONOMICS

**Alena Wels Hirschorn Prize (1986)**

To a junior for the best essay on a subject of domestic or international economics.

**Beth Niemi Memorial Prize (1981)**

For an outstanding senior majoring in economics.

**Katharine E. Provost Memorial Prize (1949)**

For superior work by an undergraduate major in economics.

**Sylvia Kopald Selekman Prize (1960)**

For the first-year student who is doing the best work in introductory economics.

## EDUCATION

**Stephanie Kossoff Prize (1972)**

For the student who has made the most noteworthy contribution or meaningful endeavor in childhood education.

## ENGLISH

**Academy of American Poets Prize (Columbia University)**

For the best poem or group of poems by a student.

**Lenore Marshall Barnard Prizes (1975)**

For both poetry and prose of distinction.

**Saint Agatha-Muriel Bowden Memorial Prize (1971)**

For superior proficiency in the study of Chaucer and medieval literature.

**Bunner Medal (Columbia University)**

To the candidate for a Columbia degree who shall present the best essay on any topic dealing with American literature.

**Doris E. Fleischman Prize (1992)**

For the Barnard student judged to have written the best short piece, fiction or nonfiction.

**W. Cabell Greet Prize (1974)**

For excellence in English.

**William Haller Prize (1987)**

For excellence in the study of English literature.

**Amy Loveman Memorial Prize (1956)**

For the best original poem by an undergraduate.

**Sidney Miner Poetry Prize (1962)**

For the senior major who has shown distinction in the reading, writing, and study of poetry.

**Peter S. Prescott Prize for Prose Writing (1992)**

For a work of prose fiction which gives the greatest evidence of creative imagination and sustained ability.

**Helen Prince Memorial Prize (1921)**

For excellence in dramatic composition.

**Helene Searcy Puls Prize (1984)**

For the best poem in an annual student competition.

**Stains-Berle Memorial Prize in Anglo-Saxon (1968)**

For excellence in Anglo-Saxon language and literature.

**Howard M. Teichmann Writing Prize (1986)**

To a graduating senior for a written work or body of work that is distinguished in its originality and excellent in its execution.

**Van Rensselaer Prize (Columbia University)**

To the candidate for a Columbia degree who is the author of the best example of English lyric verse.

**George Edward Woodberry Prize (Columbia University)**

To an undergraduate student of the University for the best original poem.

## ENVIRONMENTAL SCIENCE

**Lillian Berle Dare Prize (1974)**

For the most proficient Barnard senior who will continue to study in geography or a related field.

**Henry Sharp Prize (1970)**

For an outstanding student majoring in environmental science.

## FRENCH

**Helen Marie Carlson French Prize (1965)**

For the best composition in fourth-term French.

**Isabelle de Wyzewa Prize (1972)**

For the best composition in the French course *Major French Texts from the Middle Ages to the 20th Century*.

# HONORS

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**Frederic G. Hoffherr French Prize (1961)**  
To a student in intermediate French for excellence in oral French.

**Linda Joan Israel Prize in French (1977)**  
To a French major, preferably a senior, for work done in *Advanced Oral French* or *Advanced Translation into French*.

**Eleanor Keller Prizes (1968)**  
For juniors in French literature and seniors in French culture.

**Rosemary Thomas Prize in French (1966)**  
For evidence of a special sensitivity and awareness in the study of French poetic literature.

## GERMAN

**Dean Prize in German (1952)**  
For the senior who has throughout college done the best work in German language and literature.

**German Scholarship Fund Prize (1950)**  
Awarded at the end of the junior year to an outstanding major in German.

**Louise Stabenau Prize in German (1988)**  
Awarded to a junior or senior major for excellence in oral German.

## GREEK AND LATIN

**John Day Memorial Prize (1986)**  
For a high-ranking sophomore in the field of Greek and Latin.

**Earle Prize in Classics (Columbia University)**  
For excellence in sight translation of passages of Greek and Latin.

**Benjamin F. Romaine Prize (Columbia University)**  
For proficiency in Greek language and literature.

**Jean Willard Tatlock Memorial Prize (1917)**  
For the undergraduate student most proficient in Latin.

## HISTORY

**Eugene H. Byrne History Prize (1960)**  
For superior work by a history major.

**Ellen Davis Goldwater History Prize (1982)**  
For superior work by a history major.

## ITALIAN

**Bettina Buonocore Salvo Prize (1966)**  
For a student of Italian.

**Speranza Italian Prize (1911)**  
For excellence in Italian.

## MATHEMATICS

**Margaret Kenney Jensen Prize (1973)**  
To first-year students, sophomores, and juniors for excellence in mathematics.

**Kohn Mathematical Prize (1892)**  
To a senior for excellence in mathematics.

## MUSIC

**Robert Emmett Dolan Prize (Columbia University)**  
To a student in any division of the University for instruction on a chosen musical instrument.

**Ethel Stone LeFrak Prize (1986)**  
For a graduating senior whose creative writing in music shows promise of distinction.

## PHILOSOPHY

**William Pepperell Montague Prize (1949)**  
For promise of distinction in the field of philosophy.

**Gertrude Braun Rich Prize (1986)**  
For promise of excellence by a student majoring in philosophy.

## PHYSICAL EDUCATION

**Margaret Holland Bowl (1974)**  
For excellence in leadership and participation in Barnard intramurals and recreation.

**Marion R. Philips Scholar-Athlete Award (1981)**  
To the senior female winner of a varsity letter who has achieved the highest cumulative academic average and who has participated on a Columbia University team for at least two years.



**Tina Steck Award (1980)**

For the most outstanding member of the Swimming and Diving Team.

**PHYSICS****Henry A. Boorse Prize (1974)**

To a graduating Barnard senior, preferably a major in the department, whose record in physics shows promise of distinction in a scientific career.

**POLITICAL SCIENCE****James Gordon Bennett Prize  
(Columbia University)**

For the best essay on some subject of contemporary interest in the domestic or foreign policy of the United States.

**Phoebe Morrison Memorial Prize (1969)**

For a political science major planning to attend law school.

**Caroline Phelps Stokes Prize  
(Columbia University)**

For the best essay on any topic approved by the Stokes Prize Committee, which has been presented in course or seminar work.

**PSYCHOLOGY****Ida Markewich Lawrence Prize (1982)**

For the best paper in psychology, preferably child psychology, by a major.

**RELIGION****Caroline Gallup Reed Prize (1916)**

For outstanding work either in the field of the origin of Christianity and early church history or in the general field of the history and theory of religion.

**RUSSIAN****Alice Levin Sokolik Prize in Russian (1976)**

For the student who, in the course of her studies, has demonstrated the greatest love for the Russian language and literature.

**SPANISH****John Bornemann Prize in Spanish (1976)**

For superior performance in the first- or second-year language courses.

**Eugene Raskin Prize**

For the best essay in fourth-term Spanish.

**Clara Schiffrin Spanish Memorial Prize (1998)**

For an outstanding student of Spanish and Latin American Cultures in courses above the level of Spanish 1204.

**Spanish Prize (1959)**

For a Spanish major who has done the most distinguished work in Spanish language and literature.

**Ucelay Recitation Prize**

For the best recitation of a poem or dramatic passage in Spanish.

**Susan Huntington Vernon Prize  
(Seven Colleges)**

For the best original essay written in Spanish by a senior whose native language is not Spanish.

**THEATRE****Kenneth Janes Prize in Theatre (1987)**

For a Barnard junior or senior who has contributed notably to the theatre program of the Minor Latham Playhouse.

**WOMEN'S STUDIES****Bessie Ehrlich Memorial Prize (1980)**

For an oral history project concerning a female relative of a preceding generation, in conjunction with the Women's Studies Department.

**Jane S. Gould Prize (1982)**

For an outstanding senior essay by a Women's Studies major.

1889 1899 1909 1919 1929 1934 1944 1954 1964 1974 1984 1994 1997 1998  
to to to to to to to to to to to to to to  
1890 1900 1910 1920 1930 1935 1945 1955 1965 1975 1985 1995 1998 1999

Undergraduates, Regular

Seniors	—	40	62	87	227	181	208	245	355	572	559	571	600	558
Juniors	—	40	122	190	237	220	314	340	414	554	563	590	517	575
Sophomores	—	37	109	193	247	226	314	317	391	488	512	540	597	552
First-year Students	14	54	188	224	311	267	324	304	415	437	531	550	572	556
Unclassified Students	—	—	—	—	54	103	56	1	8	—	—	—	—	—
	14	171	481	694	1076	997	1216	1207	1583	2051	2165	2251	2286	2241

Special Students

Matriculated	—	21	24	39	—	—	—	—	—	—	—	—	—	—
Non-matriculated	—	—	30	22	28	29	21	20	19	33	22	20	27	29
Departmental (1889-1896)	22	—	—	—	—	—	—	—	—	—	—	—	—	—
Music Students (1896-1905, 1914-1915)	—	41	—	—	—	—	—	—	—	—	—	—	—	—
	22	62	54	61	28	29	21	20	19	33	22	20	27	29

Graduate Students

(1890-1900)	—	82	—	—	—	—	—	—	—	—	—	—	—	—
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Total Registration

	36	315	535	755	1104	1026	1237	1227	1602	2084	2187	2271	2313	2212
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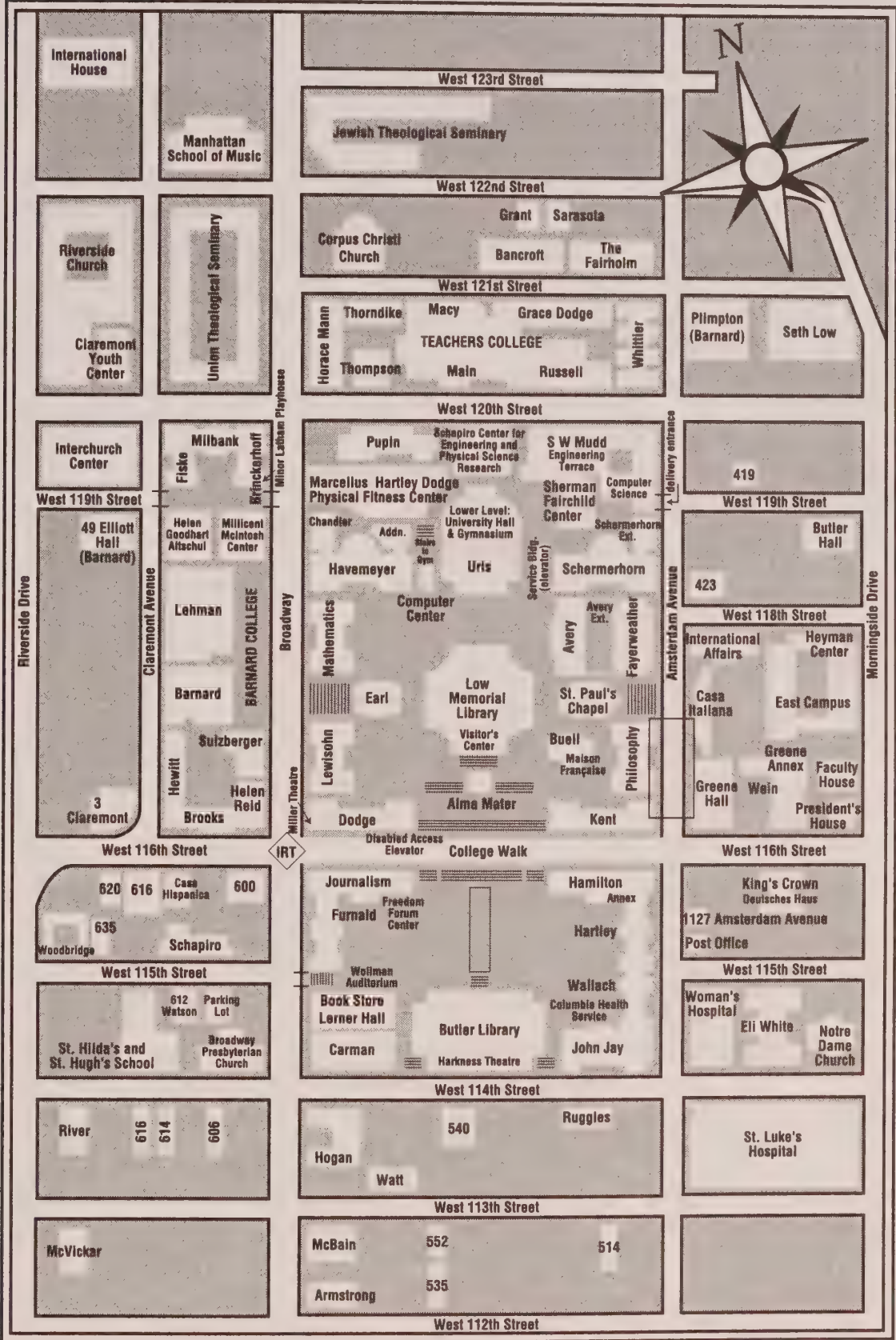
Degrees Conferred

A.B.	—	39	88	139	247	221	270	258	367	497	612	527	609	546
B.S. (1909-1918)	—	18	2	5	—	—	—	—	—	—	—	—	—	—
A.M. (1898-1900)	—	1	—	—	—	—	—	—	—	—	—	—	—	—
Ph.D. (1899-1900)	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Total Bachelor's Degrees conferred 1893-1998: A.B., 30,233; B.S., 77  
These figures represent registration in the Autumn term.

# BARNARD COLLEGE

## COLUMBIA UNIVERSITY THE MORRINGSIDE CAMPUS AND ENVIRONS





# NEW YORK CITY



## Washington Heights

- 1 The Cloisters
- 2 New York Presbyterian Medical Center

## Harlem

- 3 Apollo Theatre

## Morningside Heights

- 4 Manhattan School of Music
- 5 Riverside Church
- 6 Union Theological Seminary
- 7 Jewish Theological Seminary
- 8 Columbia University
- 9 Cathedral of St. John the Divine

## Upper West Side

- 10 Museum of Natural History
- 11 Lincoln Center

## Upper East Side

- 12 Museum of the City of New York
- 13 Cooper Hewitt Museum
- 14 Guggenheim Museum
- 15 Metropolitan Museum of Art
- 16 The Whitney Museum

## Midtown

- 17 Museum of Modern Art
- 18 Rockefeller Center
- 19 St. Patrick's Cathedral
- 20 N.Y. Public Library
- 21 Grand Central Station
- 22 United Nations
- 23 Citicorp Center
- 24 Port Authority Bus Terminal
- 25 Jacob Javits Convention Center
- 26 Pennsylvania (Train) Station and Madison Square Garden
- 27 Empire State Building

## Wall Street Area

- 28 South Street Seaport
- 29 Wall Street
- 30 New York Stock Exchange
- 31 World Trade Center
- 32 Battery Park

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# NOTES

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**BARNARD COLLEGE**  
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